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ABSTRACT

The British Isles Field Experience (BIFE) program was initiated at Williamsport Area Community College (WACC) to provide a group of WACC faculty and staff members with individual and group activities of a personal, professional, and cultural nature in order to promote an international perspective that can be infused into student, collegiate, and community contacts. Specific group and individual objectives included: (1) consumating a formal relationship with a technical college in the British Isles; (2) serving as a focal point for all college activities in the area of international education; and (3) developing a familiarity with other cultures and a motivation for generating international educational experiences within the college. This report chronicles the BIFE project's development, implementation, and results, as well as its impact on WACC's international program and staff development. Part I provides information on the project development. Part II presents the individual action plans developed by the participants. Part III is a field journal providing daily notes from the field experience. Part IV offers follow-up on how the participants incorporated their experiences into their teaching. Appendices include letters to corporate program sponsors, and a field itinerary. (EJV)

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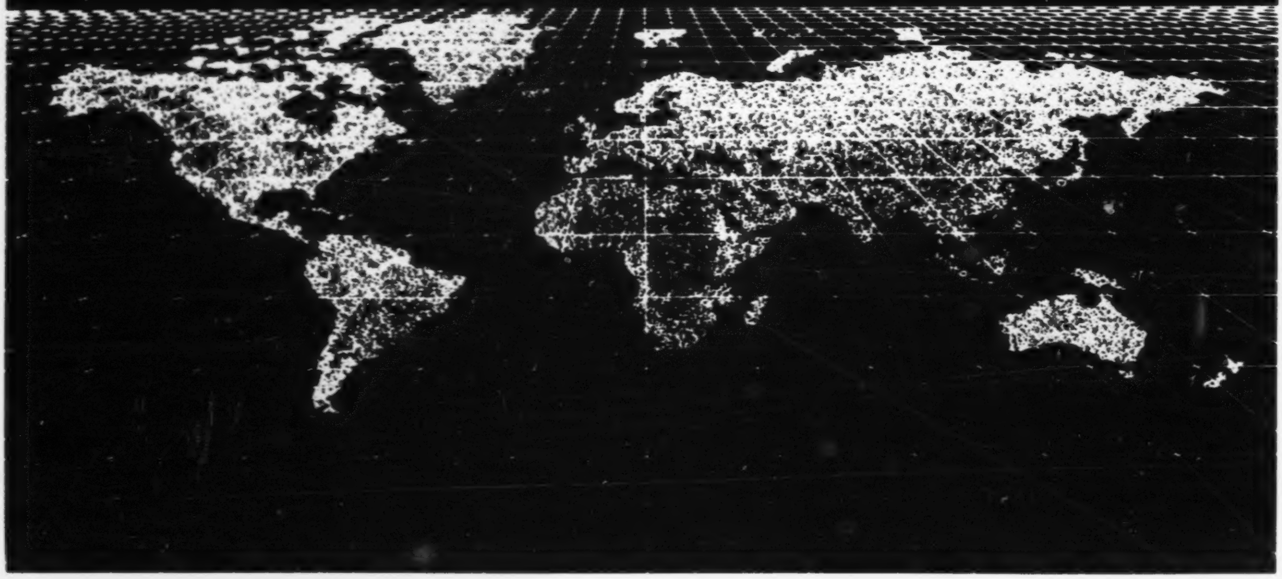
BRITISH ISLES FIELD EXPERIENCE

AN INITIATIVE IN INTERNATIONAL EDUCATION



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Implementation Journal

British Isles Field Experience

Dr. William J. Martin
Dean of Student Services
The Williamsport Area Community College
November, 1986

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Chapter I

Project Development

The Williamsport Area Community College, under the leadership of President Robert L. Breuder, has endeavored to infuse an international perspective into its curriculum. While a variety of activities have been undertaken in this regard, the movement toward the fulfillment of the international components of the College's mission received its primary initial impetus from the British Isles Field Experience. The purpose of this journal is to chronicle the project development, implementation and results of the Field Experience and its impact on the College's international program and staff development.

Educational Partners For International Cooperation

In 1981, Dr. Breuder, on behalf of The Williamsport Area Community College, joined with six other institutions in founding Educational Partners For International Cooperation (EPIC), an organization dedicated to the global exchange of cross-cultural skills to ensure that future systems will be able to better utilize new and developing ideas. EPIC approaches its international mission through involvement with community, industrial and business needs assessment, technology transfer, facilities planning and development, curriculum planning and development, staff development and evaluation and long and short range planning. Along with Williamsport, other EPIC member colleges include the following: Florence-Darlington Technical College in South Carolina, Lansing Community College in Michigan, Pensacola Junior College in Florida, Western Oregon State College, Mt. Hood Community College in Oregon and National Taichung Institute of Commerce, Taichung, Taiwan.

A major direction was established for EPIC in July, 1985. Prior to that time, the organization had provided staff development activities primarily for senior administrative staff members. A new initiative, adopted at that time expanded the staff development mission of the organization to faculty members with the commitment of each partner to provide an extensive international experience for at least two faculty or staff members each year. Williamsport decided to operationalize this commitment in a greatly expanded fashion.

Rationale for the International Mission

The Williamsport Area Community College developed from a previously existing institution, The Williamsport Technical Institute, which had provided trade education to secondary students and adults since 1941. W.T.I. achieved an excellent reputation in the construction, electrical and mechanical trades. With the reorganization to the community college came a mission for comprehensive education.

Throughout the decade of the 1970's, Williamsport expanded its trade educational facilities and services. With the advent of the 1980's, a movement into advanced technology and a perspective beyond central Pennsylvania was undertaken. To acquire a national and indeed international mission, the College encountered several problems. The faculty required staff development to extend their vision to the international realm. With increasing numbers of students entering a job market that displayed a focus upon international relationships, instructional experiences which foster a global perspective to eventual employment were required. This need was compounded by the increased affiliation of local employers with the world market, expanded use of technology from foreign suppliers, and a growing recognition of the College's service area as a part of a global village.

Previous International Activities

A sister college relationship was forged with Yuen Lin Technical College in Taiwan in 1982. This relationship subsequently fostered several exchanges between the parties with each President touring his counterpart's campus. The colleges are similar in their technical emphasis and the relationship holds promise for Williamsport in the future as the transition to advanced technology programming is completed.

The College also provided training in several program areas for foreign businesses and industries. These included training in heavy equipment for Suriname highway engineers. This training was customized and provided through the College's Center for Lifelong Education on a non-credit basis. The College was also successful in attracting a small number of foreign students to associate degree and certificate programming each year.

Despite the fact that the College began to move toward an international perspective 1981, the process achieved momentum during the 1983-84 academic year. It was at this time that the College's Long Range Plan was developed and evaluated through an accreditation visit from the Middle States Association. The Long Range Plan adopted by the Board of Trustees included Objective 2.01 within the goal area General Education as follows:

> To develop, implement, evaluate and revise as needed, strategies for "internationalizing" the curriculum.

The adoption of the Long Range Plan formally placed the College in the international education arena. External concerns postponed intensive activity directed at the accomplishment of this objective until the 1985-86 academic year.

The International Education Committee was appointed by the President to oversee the various activities which the College undertook to complete Objective 2.01. During the first year a number of changes with international impact were recorded. Two courses, History 115 and History 125, were revised from Western Civilization to World Civilization. Foreign student exchange programs were also explored with Lock Haven University.

The College was awarded a PENN PaCIE grant for consultation in the area of international education and staff awareness. The award will provide the College with a small amount of funding and assistance from the University of Pennsylvania in future international development projects. One administrative staff member, Dr. James Rice, Associate Dean for Educational Advancement, was awarded a Fulbright Scholarship to India. Finally, the

College submitted a grant proposal in the area of international staff development to the Ben Franklin Partnership. Although rejected, the proposal was judged to be of sufficient merit to be reformulated and submitted to other funding agencies.

British Isles Field Experience Project Development

The initial direction for the British Isles Field Experience (B.I.F.E.) came from the College's President. The project had received consideration in 1984 but was postponed because of funding constraints. A new resource development structure was planned for the 1986 version. Funds from the Williamsport Area Community College Foundation, Inc. were used to attract contributions from interested businesses and industries. No operating funds from within the College's budget were employed in the project.

The Dean of Student Services and Executive Director of the Foundation were given responsibility for assisting the President in the development and planning phases of the project. The campaign was undertaken during the fall of 1985. A total of thirty-eight company representatives were contacted by the President and invited to the College for a luncheon at which a project presentation was made. The letter of explanation and presentation materials are included in Appendices A and B respectively.

In identifying the potential company sponsors, the College sought businesses and industries with international ties. From the initial invitation list, firms with preliminary interest in supporting the project were identified and College officials held additional meetings with these executives at their places of business. By the time that the development campaign was completed, six firms had made contributions of $2,500 and one pledged $5,000. These sponsors and their primary contact persons included the following:

Jersey Shore Steel Company
South Avis, PA.
Mr. John A. Schultz, President

Jersey Shore Steel manufactures a variety of steel products including light steel angles. The company and its president have long been ardent supporters of the College.

E F Hutton and Company
Williamsport, PA.
Mr. Peyton D. McDonald, Vice President and General Manager

The Williamsport branch of this international brokerage firm has been, through the activities of its general manger, active in a number of College projects. E F Hutton employs 16,900 persons worldwide.

Alcan Cable Company
Williamsport, PA.
Mr. Norman Fuhr, Plant Manager

Alcan specializes in the manufacturing of steel cables for industry and construction. Alcan was the major contributor to the project.

Shop Vac Inc.
Williamsport, PA.
Mr. Martin Miller, President

Based in Williamsport, this international manufacturer of industrial vacuum cleaning products has several sites in the British Isles. It's president provided consultative services throughout the project.

GTE Sylvania Inc.
Williamsport, PA
JoEllen Gleyze, Human Resources Manager

With over 185,000 employees worldwide, G T E operates in the forefront of technological advances. The company's work with lasers and fiberoptics make it a prime potential employer of the College's graduates from advanced technology programs.

The Ben Franklin Partnership
NET Ben Franklin Technology Center
Lehigh University
Bethlehem, PA
Mr. Michael Bolton, Executive Director

The Ben Franklin Partnership is a state-funded project designed to foster increased employment and economic development primarily through advances in technology. The College first began to work with the Partnership in 1985.

Jesco Athletic Company
Williamsport, PA
Mr. James E. Short, President

Jesco manufactures athletic apparel for sale in the United States and abroad. Through the activities of its president, Jesco has been most active in supporting and promoting College programs.

In recruiting the sponsors, the College based its presentation upon the concept that improving the global perspective of its graduates is an objective that merits support in spite of the fact that direct benefits to sponsor companies may not be immediate. To assist the College in the persuit of its international mission was considered a long-term investment by the participating sponsors.

The approximate $40,000 cost of the British Isles Field Experience was funded mostly by the sponsors listed above. Other secondary revenue sources included an urestricted contribution from The Confair Bottling Company in Williamsport, an honorarium from the government of Suriname, and discretionary funds from the Williamsport Area Community College Trust Fund. In addition, each participant made a personal contribution of $200 to the project.

Establishment of the Itinerary

In the design of the itinerary, the services of The Consortium for International Education, Irvine, CA, were engaged. The process was designed to provide an appropriate balance between preset experiences and unstructured time for the participants. Structuring certain aspects of the trip ensured that the participants would be exposed to a variety of cultural experiences designed to increase their familiarity with the British Isles. This method of operation also afforded the most efficient travel plans. Experiences appropriate to the professional backgrounds of some individuals were included for the group because of their general interest or cultural value.

The unstructured time was included to afford the participants the opportunity to explore professional and personal interests on their own. This form of travel enabled the group to operate collectively, as individuals or in some fragmented fashion according to interests. It afforded members a variety of structured and unstructured experiences. Finally, it accommodated the special interests of group members to explore avenues of personal or professional significance and engage the participation of others who were unscheduled at that time. The general itinerary is included in Appendix C.

Participant Selection and Profiles

Selection of the College faculty and staff members who would participate in the Field Experience rested with the President. From the original twenty persons invited to participate, several declined. A Planning Group consisting of the President, Dean of Student Services, Executive Director of the Foundation, and Associate Dean for Educational Advancement was formed to oversee the project. The other members advised the President on the selection of additional participants.

Identification of the participants commenced in March and was concluded in May. The group represented various constituencies throughout the College. Participants included veteran members of the College's staff as well as relative newcomers. There was a wide range in international experiences among the participants. The twenty members of the Field Experience team included the following persons.

Dr. Robert L. Breuder
President
Years with the College: 5
Years of related experience: 19
Previous international experience: With extensive experiences in over 35 different countries, Dr. Breuder is considered a pioneer in the international education movement among community colleges. He has authored several professional journal articles and served as editor of a book on international education. Other direct accomplishments include the development of bilateral educational relationships with colleges in the Republic of China and the Republic of Suriname. Dr. Breuder established an off-campus center for community college students in Konstanz, West Germany. Through a Tinker Foundation/ Organization of American States grant, he coordinated training seminars for the Ministers of Education of twenty-seven countries. He also designed a European Studies Program for Professional Educators. He has engineered numerous faculty and student exchanges and curriculum consultancies.

Dr. Donald B. Bergerstock
Director of Business and Computer Technologies Division
Years with the College: 25
Years of related experience: 1
Previous international experience: Traveled to Puerto Rico and the Bahamas

Mr. Lamont E. Butters
Professor of Civil Technology
Years with the College: 11
Years of related experience: 7
Previous international experience: Traveled to the Netherlands and Canada.

Mr. Fred T. Gilmour
Executive Director of the Williamsport Area Community College Foundation
Years with the College: 4
Years of related experience: 17
Previous international experience: Traveled to Canada

Mr. William A. Holmes
Instructor in Machine Tool Technology
Years with the College: 17
Years of related experience: 15
Previous international experience: None

Mr. Joseph G. Mark
Associate Professor of Architecture
Years with the College: 15
Years of related experience: 13
Previous international experience: None

Dr. William J. Martin
Dean of Student Services
Years with the College: 4
Years of related experience: 14
Previous international experience: Traveled to 12 different countries in the Caribbean and Latin America during the past five years.

Ms. Nora M. Martz
Administrative Assistant to the President
Years with the College: 3
Years of Related Experience: 15
Previous international experience: Traveled to Western Europe, Canada, Mexico and Bermuda.

Ms. Ann Miglio
Associate Professor of Food and Hospitality Management
Years with the College: 7
Years of related experience: 18
Previous international experience: Traveled to Canada

Ms. Veronica Muzic
Professor of English
Years with the College: 18
Years of related experience: 7
Previous international experience: Traveled to Canada.

Ms. Davie Jane Nestarick
Director of Health Sciences Division
Years with the College: 9
Years of related experience: 2
Previous international experience: Traveled to Germany, Austria, Switzerland, Mexico, Barbados and England.

Mr. Paul J. Petcavage
Coordinator of Grants management and Development
Years with the College: 6
Years of related experience: 6
Previous international experience: Traveled to the Bahamas.

Mr. Chris Radke
Professor of Drafting
Years with the College: 18
Years of related experience: 14
Previous international experience: Traveled to Canada, England, France, Denmark, Norway, Sweden, West Germany and Austria.

Ms. Sandra L. Rosenberger
Coordinator of the Center for Business and Industrial Advancement
Years with the College: 3
Years of related experience: 2
Previous international experience: Traveled to the Soviet Union and Italy.

Ms. Patricia J. Shoff
Associate Professor of Business
Years with the College: 9
Years of related experience: 17
Previous international experience: None

Ms. Doreen W. Shope
Assistant Professor of Business
Years with the College: 4
Years of related experience: 17
Previous international experience: Traveled to Puerto Rico and Canada

Mr. James Temple
Instructor of Electrical Technology
Years with the College: 2
Years of related experience: 7
Previous international experience: None

Dr. John F. Thompson
Associate Academic Dean
Years with the College: 5
Years Related Experience: 13
Previous international experience: Traveled to Canada

Dr. Thomas J. E. Walker
Years with the College: 2
Years of related experience: 8
Previous international experience: Traveled in Europe; Military service in Latin America, Europe, Southeast Asia; Published a monograph, Pluralistic Fraternity on international labor and fraternity; research focus on the participation of immigrants in American culture

Mr. Richard J. Weilminster
Associate Professor of Horticulture
Years with the College: 14
Years of related experience: 2
Previous international experience: None

Participant Staff Development

Upon invitation, each participant met with the Planning Group to discuss his or her role in the Field Experience. These sessions took place throughout the month of May. Each participant developed an action plan with specific objectives to be accomplished while abroad. The development of the action plans provided a focus for the participants in determining their individual arrangements within the established travel itinerary. Most of the participants immediately began to initiate contacts with businesses, industries and educational institutions within Great Britain.

The participants also contacted sponsor organizations to keep them abreast of developments in the project. The action plans for each of the participants are included below and the letters to sponsor organizations are contained in Appendix D.

Project Publicity

The British Isles Field Experience was reviewed with the College's Board of Trustees by the President in executive session in April. External publicity was confined to an article published in the Grit on July 20, the Sunday before departure, and an invited editorial printed three weeks after the groups' return. These articles appear in Appendix E.

CHAPTER 2

PARTICIPANT ACTION PLANS

As previously indicated, each team member used the months between selection and departure to prepare an action plan for staff development. This task involved formulation of objectives to be accomplished during the time in the British Isles. It required substantial research on the part of the participants to identify potentially enriching experiences and make the necessary arrangements for participation. Pursuant to this, a number of businesses and colleges were contacted to arrange meetings and visits. The College Library was especially helpful in establishing a resource center for team members.

Action planning was subject to a number of parameters which affected the process. Most of the team had never been to the British Isles and indeed, some had never left the United States. A great deal of reading was necessary to familiarize the staff with opportunities which would occur during the trip. The itinerary was full and free time normally occurred during lunch or after dinner. Lunch stops were not, for the most part, established prior to departure so planning activities in advance for the noon hour was not possible. Most agencies maintained no evening hours so that few night meetings and visits could be scheduled. This situation dictated that most of the individual activities be confined to the cities where the itinerary called for more that one day. These included Dublin, Edinburgh and London.

The disciplinary expertise of the participant also afforded some team members a better opportunity for staff development than others. For example, food service staff members found daily meals a professionally enriching experience. The architecture faculty member was able to professionally benefit from many of the sites visited as part of the itinerary. However, faculty from the machine tool technology or electrical technology programs had more limited potential in this area.

These limiting factors were balanced by the unanticipated experiences that developed as the group traveled throughout the British Isles. Each new day brought a host of new situations for many staff members for which they could not prepare, but which represented enriching opportunties.

The action plans prepared and submitted by the participants in advance are enclosed in this chapter.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Robert L. Breuder

College Position: President

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

    A. Visit at least three colleges in the United Kingdom

    B. Oversee all staff development activities

    C. Provide leadership for the British Isles Field Experience team in international education initiatives.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

    Investigate a sister college relationship with a United Kingdom institution

3. Describe the impact of these documents on your curriculum (faculty) and/or position (APT). Document the changes that will occur as a result of the field experience.

    Prepare a report on the British Isles Field Experience for the Board of Trustees

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

All College international activities are coordinated through the Office of the President

College International Education Committee

Set the agenda for this committee

Identified Sponsor Businesses and Industries

Approve appropriate sponsor activities

General Community

Approve appropriate community activities

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Donald B. Bergerstock

College Position: Director, Business and Computer Technologies

Participant: Patricia J. Shoff

College Position: Associate Professor, Business Administration

Participant: Doreen W. Shope

College Position: Assistant Professor, Business Administration

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   A. Communicate with and visit schools which have programs comparable to those in the Business and Computer Technologies Division.

   B. Examine the business programs to determine similarities and differences in business offerings and course standards.

   C. Research the types of courses offered and review course descriptions where available.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   A. Communicate with and visit schools and various business (banks, stores, hotels, restaurants) historic sites, etc.

   B. Observe differences in legal, monetary, economic development, marketing procedures and language interpretation.

   C. Note especially employees' values and attitudes toward work, time management, change, materialism and dress.

   D. Identify obvious skills required.

   E. Observe cultural differences through personal contact.

   Most of this knowledge will be gained throughout the trip, and the experience will not be limited to a specific company or school, nor will it be limited to a specific geographic locality.

Because of the nature of the courses taught in the Business and Computer Technologies Division, the proposed experiences will impact every course that we teach (Shoff, Shope) and could impact every course within the Division (Bergerstock). During the fall semester, Shoff and Shope will incorporate into their courses the information gathered as a result of this experience. This will broaden the scope of the education of the students and perhaps create a desire for them to enroll in a specific course in international business. We are considering the design and implementation of a course, Introduction to International Business, which could be the assigned teaching responsibility of one person with the others acting as guest lecturers (Bergerstock, Shoff, Shope).

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Share knowledge with faculty and students by volunteering to act as guest lecturers in classes currently scheduled and by incorporating the information into the courses we will be teaching. Develop an international business course to be taught within the Division.

College International Education Committee

Be available to share information with the committee at its request. Contacts will be relatively easy since Shoff is a member of the committee.

Identified Sponsor Businesses and Industries

Contact our identified businesses and industries and volunteer to share information with them and with any of the sponsoring businesses and industries.

General Community

Develop an international business course that will be available to the general community. Be available to meet with local organizations to share information.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Lamont A. Butters

College Position: Professor, Civil Engineering Technology

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   I will research the physiography and geology of the areas that will be visited and take photographs of geological features of significance wherever possible during the tour. During unscheduled times, I plan on visiting the College of Technology and the port facilities of Dublin, Ireland, and The Imperial College of Science and Technology and the flood control system along the Thames River in London, England. Also, throughout the entire tour, I will be observing the transportation systems, structural designs used for buildings and bridges, and environmental control.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   Most of the field experience will highlight the historical and cultural aspects of the areas visited. Visits to Oxford University, Trinity College Library, Windsor Castle, Westminster Abbey, Buckingham Palace, Stonehenge, and the Royal Shakespearean Theatre to see Romeo and Juliet will be especially interesting. During unscheduled time in London, I plan to visit the Royal Observatory, the Zoological Gardens in Regents Park, the Science Museum, and the National Maritime Museum.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   The field experience will enable me to expand the audiovisual coverage of geological features and types of structural design that I utilize in coursework presentation. Also I will be able to relate experiences/ items seen to theories utilized in coursework in areas such as drafting, soils, fluid mechanices and structural design. I hope to be able to benefit also from reviewing technical education facilities at technical colleges.

4. Describe the contributions that you will be prepared to make to the following agencies:

   ### Department Within the College

   I will be able to utilize the audiovisual materials in courses that I teach and to evaluate our curriculum in relation to what I see in colleges in the British Isles.

College International Education Committee

I would be able to serve as a member of such a committee to foster growth in the area of international education experiences.

Identified Sponsor Businesses and Industries

I would be able to make presentations of our field experience.

General Community

I would be available as a resource person.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Frederick T. Gilmour

College Position: Executive Director,
Williamsport Area Community College Foundation, Inc./
Director, Instructional Media Services

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   My primary participation will be to become totally emersed in the planning, fundraising, and implementation of the experience. I will participate in the planning and presentation of orientation sessions for all participants. This will include the coordination of community resource persons and business sponsors.

   An additional advantage has been presented due to being assigned as Director of Instructional Media Services. I will be serving in a support capacity during the tour to properly document the experience. This documentation will take the form of extensive photographic coverage and other promotional materials for use in the community or by others contemplating such a project.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   My participation will be an extension of a College instructional service. Therefore, photo documentation of faculty experiences or interests for use in their curriculum will be of primary importance.

   Since I do not have British Isles travel experience, the entire tour will impact my professional knowledge as it relates to that area of the world. Ireland, Wales, England, and Scotland all present particularly challenging photographic situations. Documentation of specific sites visited, industries toured, and other cultural and educational experiences will also be of importance.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   Aside from the personal broadening, I will have a better understanding of the social, political, cultural and educational system of the British Isles.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Photo documentation to all departments participating.

College International Education Committee

Member of the Committee participating in the funding, planning coordination and documentation of the Experience.

Identified Sponsor Businesses and Industries

Liaison between the corporate sponsors and the Collge relative to funding, orientation of faculty and sponsors and presentation of documentation of the experience by providing photographs and other information for the proposed journal.

General Community

Presentation to the Williamsport Rotary Club and similar community service groups as a part of a coordinated program to "internationalize" the business and social sectors of Williamsport.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: William A. Holmes

College Position: Instructor, Machine Tool Technology

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   During our scheduled tour we will be visiting a Shop Vac plant in Ireland. On the unscheduled days, I plan to visit:

   A. The Regional Technical Center in Dublin, Ireland.

   B. The Imperial College of Science and Technology in London.

   C. The City University, Department of Mechanical Engineers in London. They specialize in manipulators, microprocessor controlled robots, and flexible manufacturing systems.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   I'll talk to students and faculty to find out their attitudes and concerns in the high technology areas and see if they have developed any new or better teaching methods in the deliver of this new technology. I will share with them the problems we have with the ever changing technology and see if they share the same problems. I will discuss possible ways to solve these problems in educating the students and exchanging ideas on instructional strategies.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   I will be scheduling theory and lectures on my British Isles experiences. I will also supplement my theory lessons with the knowledge gained from specific experiences. I hope to pick up a few teaching techniques to help me improve my teaching.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Discuss knowledge gained in division meetings to help improve our faculty and update our curriculum. I hope to have some good slides to share.

College International Education Committee

I would be willing to serve on this committee and have input on future international trips.

Identified Sponsor Businesses and Industries

I will be willing to share knowledge, experiences, and slides with sponsor businesses and industries or any other business, industry or service organization.

General Community

I will share my experiences with members of the community and support industrial education whenever possible.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Joseph G. Mark

College Position: Associate Professor, Architectural Technology

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   I expect to see and record the architecture of the regions that are visited in the British Isles. I would also like to record in detail by photographic slides several of the churches/cathedrals that we visit such as Trinity Church, Salisburg Cathedral, St. Paul's Cathedral and Westminster Abbey.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   To be better acquainted with the architecture of the British Isles.

   To have a better understanding of the architects who built the structures of those historical buildings in the British Isles.

   To be informed of the educational methodologies that are being used in an architectural school.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   I should be able to supplement our architectural history course with a section on the architecture of the British Isles. Within this section, one will be able to cover in detail one or more of the cathedrals that were visited to note beauty and historical value.

4. Describe the contributions that you will be prepared to make to the following agencies:

   Department Within the College

   To describe the architecture seen and to relate the experience of traveling in the British Isles.

   College International Education Committee

   To report on the success and value of this type of trip for future planning.

Identified Sponsor Businesses and Industries

To relate the experience of traveling abroad and the architecture seen in the areas visited.

General Community

To show the sites of the architecture in the British Isles and note the more historic structures and how they have survived the years.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: William J. Martin

College Position: Dean of Student Services

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.
   A. Visit colleges and industries in the United Kingdom and observe management and administrative processes and structures.
   B. Visit colleges in the United Kingdom to observe processes associated with student and academic affairs.
   C. Assist the President in the overall coordination of the British Isles Field Experience.
2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.
   A. Comparison with the secondary and postsecondary educational system in the United Kingdom.
   B. Oversee the implementation of the staff development master plan.
   C. Develop a record of the British Isles Field Experience as a plan for subsequent international staff development.
3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.
   A. The participants will serve as a nucleus for all international education instruction at the College.
   B. Sister college relationships will be explored while in the United Kingdom and cultivated and promoted upon return.
4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

College International Education Committee

Funding and organization of subsequent international education projects

Identified Sponsor Businesses and Industries

Sponsor seminar development

General Community

Community publicity

Community resource development representing the College

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Ann R. Miglio

College Position: Associate Professor, Foods and Hospitality

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   A. Ireland: Ballymaloe Cookery School Restaurant, Shanagarry, County Cork, lunch or dinner - observe students at work, use of fine country ingredients, typical country preparations and restaurant presentations

   Guinness Brewery - Study of brewing techniques and photographs to be used in Beverage Management

   B. Scotland: Sample and study smoked Scottish salmon, variations in preparation and presentation

   Distillery - Study, including photographs of production of Scotch whiskey which contributes unique character--information to enhance Beverage Management course

   Bishopstraw House - Located between Salisbury and Bath. Study of menu, food preparation, and presentation. Photographs of kitchen workers, useful in new course, Classical Cuisine, which I will teach this fall.

   C. London: Harrods Department Store - Tour gourmet food section and equipment area

   Cordon Blue, London - Visit school, awaiting information on available courses.

   Pub Food - Visit pubs, sample, observe, photograph typical foods and ales

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   A. Experience at Ballymaloe and Cordon Blue will help me to observe techniques of food production and service instruction.

   B. Sampling, observing, and photographing (restaurants, kitchens, presentations) will provide background materials to enchance lectures in Classical Cuisine, Buffet Catering, and Beverage Management.

   C. Observation of cultural differences, menu variations, and food markets will also provide course content enrichment.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   A. The experiences described will enable me to bring a spark of newness, increased enthusiasm, and a continental flare to instruction in food production and services.

   B. Menus in our restaurant will reflect my experiences as we introduce our patrons to the best of our samplings and observations.

   C. Curriculum content will be enhanced by the addition of background information on beverages and cuisine. This I will share with all FH faculty by means of photographs, recipes and menus.

   D. Students will sense our commitment to excellence in instruction as international cuisine becomes a vital part of our service.

   E. New techniques of food and beverage service will be introduced in our restaurant.

   F. Buffet preparations and presentations will be enhanced by the addition of new foods in new settings.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Sharing of photographs, menus, ideas, food preparation, enthusiasm, commitment to excellence and excitement

College International Education Committee

Luncheons, dinners reflecting international items. Sharing of recipes, techniques, enthusiastic support for international education.

Identified Sponsor Businesses and Industries

Luncheons, dinners, recipe handouts which highlight experiences of the trip. Special events such as "Evening in Ireland", "British High Tea" and "Inns of Scotland."

General Community

Continuing education courses will reflect international samplings. Patrons in our restaurant will realize new experiences in dining as a result of the experience.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Veronica M. Muzic

College Position: Professor, English

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   A. Investigate, identify, and/or purchase recent literature written by women, including national feminist publishing houses.

   B. Collect British and continental publications to gain a broader view of contemporary images of women.

   C. These activities will enable me to lead students to recognize cultural differences and will enhance my current work on revising ENL 252 (Women in Literature). This revision extends the coursework beyond American authors.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   A. Use the travel experience as an impetus to researching and practicing journal writing.

   B. Complete the reading of materials related to journals: One-to-One, Baldwin; Adriane's Thread, Lifshin; A Writer Teaches Writing, Murray; The Diary, Nin; An Unknown Woman, Koller. The research will provide insight into the methodology for gaining one's own voice.

   D. Add journal writing component to Composition I.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   A. Collect examples of foreign advertising for the purpose of enlarging the advertising unit currently part of ENL 212. The addition of foreign examples will expand student awareness of cultural differences which impact on attitudes and values.

   B. To gain familiarity with international travel so as to facilitate subsequent student participation in travel experiences.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Work with colleagues on integrating advertising and journal writing into composition courses.

College International Education Committee

Assist, as called upon, with student travel experiences: marketing, orientation, outcomes, academic credit.

Identified Sponsor Businesses and Industries

Offer, as requested, inservice programs to improve staff writing skills.

General Community

To continue presentations to area groups, educational units and community organizations. To add to those presentations an international flavor.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Davie Jane Nestarick

College Position: Director, Health Sciences/
Coordinator, Dental Hygiene

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   Health:

   Visiting an acute care facility and a chronic care facility will broaden my knowledge of socialized medicine's approach to patient care in each environment. Allowing for more accurate comparisions to our changing health care environment.

   Foods:

   Collecting information on native cuisine, presentation methods and data for our hotel/motel options will give me a greater understanding of those segments of Food & Hospitality and Culinary Arts program.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   Interaction with peers in an international venture will allow me the opportunity to experience their professional expertise in a new environment. The trip will most certainly increase my historical and cultural knowledge of the British Isles.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   My experience while in the British Isles will enhance my knowledge of cultural differences and the influence of those upon health care delivery. I am looking for a fresh approach to home health care and data on the division of medical patients between chronic and acute treatment methodology.

   The changes I expect to occur as a result of this experience includes: re-packaging our current home health aide curriculum, identification of "therapy" options for new programs and re-evaluation of the status of our Practical Nursing program with respect to future health care needs.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Recipes, photographs and menus for the FH and CA faculty and staff.

Documented observations of chronic and acute care facilities for OC, NUR, DR, DA and SRT faculty and staff.

College International Education Committee

Continued orientation for others traveling abroad.

Presentations of cultural and educational activities.

Identified Sponsor Businesses and Industries

Ideas for direct international activity or continued development of international perspective.

General Community

A diverse view of health care abroad--of particular interest to local hospitals and home health agencies.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Paul J. Petcavage

College Position: Coordinator, Grants Management and Development

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   While in Edinburgh and London, during the unscheduled portions of the trip, I plan to visit a number of educational institutions and make contact with representatives of their Development and International Education offices. Such contacts would be of benefit both from the standpoint of an exchange of expertise in the field of development work and, also a means of targeting potential resource persons for future international activities at the College. For example, in 1983, when we developed a Foreign Curriculum Consultant project, one of the reader criticisms was that we had not had actual contact with a potential foreign consultant and had not, therefore, laid the proper groundwork for our project. This trip and the opportunity to meet with educators from the United Kingdom colleges would be an excellent time to begin laying the groundwork for a future application.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   In addition to visiting with Development Offices at United Kingdom colleges, I will also take the opportunity to meet with administrators at these institutions. Such contact would prove beneficial in enriching my professional educational background in public administration.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   Impact on my current position (APT) from this British Isles Experience will primarily take the form of an increased personal awareness of international travel and education and how that can broaden the awareness of an individual. Since, in my position, I will have the responsibility of spearheading future funding efforts to provide international experiences to other College faculty and staff, such an awareness on my part will strengthen my ability to be successful in those efforts.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

As a result of the experience gained from this trip, I will be in a better position to spearhead the development of future funding proposals for additional international education activities at the College. In 1983, I was asked to develop funding applications for the Group Studies Abroad and the Foreign Curriculum Consultant programs, both offered by the U.S. Department of Education. Neither of the applications were funded. This was in part, I believe, due to the fact that, as project writer, my lack of actual experience in international education and travel may have been apparent to the readers and negatively affected our rating scores. Participation in the British Isles trip will provide me with a personal bases of actual experience from which I can develop stronger proposals, thereby, increasing the liklihood of them being funded.

College International Education Committee

Primarily my contributions to this committee will be as a resource person with whom they can review their plans to determine fundability, and to develop funding applications to address their plans. Participation in the British Isles trip will put me on a common ground with many of the committee members, (i.e., having had the experience of traveling and learning abroad) and, thereby, improve my ability to relate to the ideas they express.

Identified Sponsor Businesses and Industries

As a result of this experience I will be in a better position to contribute knowledgeably to future efforts with the Ben Franklin Partnership and other sponsor industries to provide an international perspective to the College and the community.

General Community

Experience gained through this trip will give me the ability, both personally and professionally, to successfully develop additional projects that will increase the awareness of the general community about the interrelatedness of the world today and the need for everyone to become more knowledgeable about the international community.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Chris Radke

College Position: Professor, Drafting

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   To visit the following places:

   A. Regional Technical Center in Dublin, Ireland

   B. City University, Dept. of Mechanical Engineering, London

   C. The Imperial College of Science and Technology, London

   D. We are also scheduled for a plant tour of Shop Vac in London.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   During the above visits, I expect to talk with people involved in the drafting field, observe their teaching and drafting practices and their use of equipment and facilities. I will specifically be looking for the extent to which CAD is used.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   I expect to lecture on my observations and incorporate any techniques that may be superior to ours.

4. Describe the contributions that you will be prepared to make to the following agencies:

   Department Within the College

   Share my experiences in the form of informal discussion and slides and/or pictures.

   College International Education Committee

   Same as above and, in addition, serve as a resource person for future field experiences.

Identified Sponsor Businesses and Industries

Share my experience in the form of informal discussion and slides and/or pictures.

General Community

Share my experience in the form of informal discussion and slides and/or pictures and, in addition, encourage international travel.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Sandra L. Rosenberger

College Position: Coordinator, Center for Business and Industrial Advancement

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   Although I am interested in the subject of economic development through job training, that is too broad of a topic to cover in this trip and have an outcome that I can implement. I have developed three goals relating to my administrative responsibilities:

   A. Increased knowledge of adult education programs in the British Isles.

   B. Increased awareness of employee training programs in the British Isles.

   C. Learn more about the Microelectronics Education Programme (MEP) instituted in Britian.

   I plan to visit several institutions with programs geared to the adult learner, with an emphasis on technical training/upgrading for employees.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   My undergraduate studies were in Political Science and Economics and my master's degree is in Public Administration. In addition to my administrative duties, it has always been one of my goals to teach classes in government. I have studied parliamentary procedure but I would like to visit as many of the historical sites relating to government as possible. Hopefully, I will be able to make the arrangements to visit Parliament. This international experience will round out my professional experiences with the state and federal governments of the United States.

3. Describe the impact of these experiences on your curriculum (Faculty) and or position (APT). Document the changes that will occur as a result of the field experience.

   My previous travels abroad made a profound impression on me personally and I find myself drawing on attitudes and experiences from that trip even six years later. Since my last trip was as a college student, I am excited to be traveling with a group with a broad range of backgrounds, professional expertise, and goals for the trip. I hope to learn as much from them as the countries we will be visiting. I feel that foreign travel, if done with preparation and an open mind, makes you more tolerant and appreciative of the rest of the world. All businesses can benefit competively from a broader prospective of the world around them. I hope to return with fresh programming ideas that I can suggest to the local business service organizations and companies.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

I have identified the overall theme of my international field experience to be adult education. As a member of the staff of the Center for Lifelong Education, we serve a variety of constituencies that I believe have counterparts in the British Isles. I plan to share my experiences and materials with them to explain trends in adult education abroad.

College International Education Committee

I would like to work with the committee to sponsor international speakers on topics of interest to local businesses, possibly through an exchange program. Topics such as exporting, procurement, doing business in another culture, removing language barriers, and new methods of economic development in other countries seem to be popular choices in other areas.

Identified Sponsor Businesses and Industries

I would be willing to speak about the trip to executives or employees at any sponsor location. I would also like to share my new course ideas with them to develop a program that industries would support.

General Community

I plan to share the material that I gather about adult education programs in the British Isles with other CLE coordinators. This may translate into new courses for the general public.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: James E. Temple

College Position: Instructor, Electrical Construction Technology

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   A tour with one and possibly two technical institutes in order to make an evaluation of the degree of electrical control automation. The Imperial College of Science and Technology in London would seem to be the best example of an institution comparable with our Community College.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   In technical areas there is a constant change in the processes used in industry that must be addressed in the education of our students. The British have manufacturing techniques that are used in the country. It will be interesting to note the instructor delivery system used in the British Technical Institute.

3. Describe the impact of these experiences on your curriculum (Faculty) and or position (APT). Document the changes that will occur as a result of the field experience.

   The possibility for change always exists. This could happen if something applicable is observed and the operation or technique is one that could enhance the training our students receive.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

Any observed applications of industrial control techniques will be shared with the other members of the department.

College International Education Committee

Any information that could be shared with this group would be done so willingly.

Identified Sponsor Businesses and Industries

Any knowledge obtained that would better prepare our students would help them bring fresh ideas to the industry in which they work.

General Community

There is a constant selling process that takes place in the community. We as instructors have an important place in this process and any experience that helps this process will indirectly help the community.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: John F. Thompson

College Position: Associate Academic Dean

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.
    A. Visit colleges and industries in the United Kingdom and observe management and administrative processes and structures.
    B. Visit colleges in the United Kingdom to observe processes associated with student and academic affairs and instructional delivery.
    C. Assist in the overall coordination of the British Isles Field Experience.
2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.
    A. Comparison with the secondary and postsecondary educational system in the United Kingdom in technical areas.
    B. Assist in the implementation of the staff development master plan.
    C. Use the British Isles Field Experience as a resource to plan for subsequent international staff development.
3. Describe the impact of these experiences on your curriculum (Faculty) and or position (APT). Document the changes that will occur as a result of the field experience.
    A. The participants will serve as a nucleus for all international education instruction at the College.
    B. Sister college relationships will be explored while in the United Kingdom and cultivated and promoted upon return.
    C. Oversee academic implementation of the results of staff development activities while abroad.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

College International Education Committee

Funding and organization of subsequent international education projects.

Identified Sponsor Businesses and Industries

Sponsor seminar development.

General Community

Community publicity

Community resource developement representing the College.

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Thomas Jay Edward Walker

College Position: Associate Professor, History and Political Science

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   I plan to observe the British and Irish governments in action through visitations to respective parliamentary organizations. I also plan to share international concerns and concepts with scholars/colleagues in the British Isles. These dialogues will be aided by the presence of Professor John Johnson, Lock Haven University, who will provide, among other endeavors, introductions at Glasgow College, Glasgow, Scotland; Trent Polytechnical College, Nottingham, England; and Bulmersche College, Reading, England. Visitations are to begin July 25, 1986

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   I plan to visit Oxford University where friend and colleague, Professor James Hevia, is presently on sabbatical. Dr. Hevia will assist me in obtaining the credentials necessary for access to the University's libraries which will hopefully yield some significant results (through somewhat limited research) for future publication.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   My own experience will be enhanced through this "hands-on" experience, a point which will aid me in the establishment of a dialogue with our Community College colleagues, the purpose of which will be to aid in the critical thinking process vis a vis international education. The end result of this could lead to "team taught" courses in the future or even visitation lectures in the areas of the College other than my own division. To this extent, the Community College students will be provided with an international awareness otherwise not necessarily afforded them.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

To point out that international ignorance is just as challenging to the educational process as that of current science, mathematics, and high technological deficiencies. Global interdependence is not just a passing fact. Contemporary comments such as "Americans should only buy American made products," and "there is no reason to trade with other nations because 'we' have it 'all' here." only serve to expand our ignorance. The American automobile has been internationalized. Engine parts for U.S. made cars are manufactured around the world. While steel mills have closed in Pennsylvania, the state's foreign sales in such areas as pharmaceutical products and insurance have increased dramatically. Like it or not, the world has come to us.

College International Education Committee

To use the committee as a force in implementing international education. With few required courses and a limited amount of elective courses being offered in the area of international studies, the committee must spearhead the way in formulating an internationalization of the College. I plan to use the results of this field experience to influence the committee in this direction.

Identified Sponsor Businesses and Industries

The College must extend its responsibility toward a goal of international proficiency. Standards of expertise must reflect an international perspective of history, political science, language, economics and management. The community-at-large must be made aware of the College's commitment to student trips for credit abroad. As a result of this field experience, I plan to become involved in the publication of a journal produced by the Integrated Studies faculty participating in this learning experience. This journal will be shared by the community-at-large and the sponsoring organizations. As business and educators have in the past tended to eye each other with caution, it is hoped that such an enterprise will aid in the linkage between the two.

General Community

PARTICIPANT ACTION PLAN

BRITISH ISLES FIELD EXPERIENCE

Participant: Richard J. Weilminster

College Position: Associate Professor, Horticulture

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   The United Kingdom has within its boundries a diversity of environmental conditions and a geological structure of extreme complexity. Few if any areas of the natural landscape in the United Kingdom have been untouched by man.

   A. To observe and correlate the type of plants that are native or introduced in corresponding hardiness zones and ecology.

   B. To observe different styles of landscaping and relate their design to those found in this country.

   C. To establish educational contacts and develop a professional relationship of communication.

   D. To develop contacts that may lead to co-op experiences for our students.

   E. To visit the botanical gardens and arboreta and expand my knowledge of plant materials

   F. To better understand the educational and training systems found in the United Kingdom.

   G. To build a slide collection (picture diary) of plant materials, landscapes, special horticultural procedures, and construction techniques as well as scenery and areas of general interest.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

3. Describe the impact of these documents on your curriculum (faculty) and/ or position (APT). Document the changes that will occur as a result of the field experience.

   The impact of this Field Experience on my curriculum should be very enriching. I teach a wide variety of courses and my experiences should be applicable to all of these. The exposure to different cultures and educational systems alone should help to infuse new materials, insights and visuals into the curriculum.

I expect to include new plant materials in my plant courses as a result of this International Experience. I will also learn much more about the European, especially British, use of annuals and perennials and relate this to the other full-time instructors in horticulture. The visual influence of the British Isles Experience will increase my understanding of their styles and methods of landscaping as well as their utilization of plant materials.

4. Describe the contributions that you will be prepared to make to the following agencies:

Department Within the College

I will bring back a spirit of international experience and flavor to the College International Education Committee

College International Education Committee

I will reaffirm the need to internationalize our educational experiences and curriculums at The Williamsport Area Community College. I will help others prepare for future experiences.

Identified Sponsor Businesses and Industries

I will make business and industry sponsors aware of the tremendous opportunity afforded to the participants of the British Isles Experience team and to inform them of the benefits derived personally and educationally.

General Community

Share my experience in the form of informal discussion and slides and/or pictures and, in addition, encourage international travel.

CHAPTER 3

FIELD JOURNAL

Throughout the duration of the British Isles Field Experience, a daily log was kept by the author. It served as a record of all group activities and also included descriptions of events which did not directly affect the author, but rather were related by other members of the team. These things normally happened during unstructured time when the group frequently subdivided for a variety of activities.

As an overview, there was a consistency in the days spent in the British Isles. The normal day began around 6 a.m. with a wake-up call, dressing, and then packing and placing baggage outside the rooms for the hotel porters. Breakfast was always taken at the hotel and the bus departed at 8 a.m. The guide explained the day's schedule and then conducted a morning lecture on some facet of history, art, business practice, education, literature, or architecture. The topics usually related to an aspect of the day's itinerary.

As we rode in the bus, the guide would interrupt his lecture to point out items of interest. A morning stop for tea was made about 10 a.m. if no site visit was scheduled. Lunch was scheduled at a visitation site whenever possible and the ninety minutes afforded unstructured time for the team members to more extensively explore ah area. The afternoon trip usually included more lectures, site visits and a stop for tea. The evening stopovers most often were made in a larger city such as Wexford or York. After check in at the hotel, the guide took the group on a walking tour of the city.

Several group dinners were included in the tour. The evening meal normally followed a "social hour" of relaxation and discussion of the day's events. When no group dinner was scheduled, the team was usually free by 6 p.m. to attend evening activities. Only two scheduled visits to the theater were planned in the evening as part of the tour package, one in Stratford and one in London.

The development of the travel journal occurred during evening hours when notes, taken throughout the day, were translated into the descriptions that follow. Because the entries are journalistic in nature, each day's log reveals not only the events of that period but the author's impressions of them. Thus, they lack the descriptive objectivity of the remainder of this manuscript, but perhaps provide a more colorful and richer account of the time spent abroad.

A final cautionary note to structure the field account concerns the failure to include information related to professional development activities. The author made little mention of these activities throughout the field journal because it was decided from the beginning to collect information regarding these individual events in another fashion as discussed in Chapter 4. Thus, descriptions of such activities are included only when they involved the entire group or when the activities were shared with the team during the trip.

BRITISH ISLES FIELD EXPERIENCE

Day 1
Monday 21 July
Departure

Beginning at 10:30 a.m., the team assembled at the Building Trades Center on the campus of The Williamsport Area Community College to take the bus, provided at a reduced cost by Susquehanna Trailways, to New York's Kennedy International Airport. By 11:15 the group departed, delayed by attention to last minute details concerning College operations. Dr. Breuder announced that Peter Dumanis, who had been hospitalized during the previous week, would attempt to join the group when it arrived in Dublin.

The mood on the bus was one of anticipation. The group was talkative, cheerful and relaxed. Because the members came from diverse segments of the College, there was a good deal of acquaintance making. Guidebooks and brochures were inspected. Most of the group members spread out over two seats while a few others shared.

Individuals read quietly, joked back and forth, or discussed their plans for the trip. At first the day was warm and the air conditioning on the bus felt refreshing, but later the sky clouded over. The bus stopped for a quick lunch at the McDonald's in Lake Harmony.

Following the lunch break, the group became more talkative. Some became a bit anxious as traffic slowed our progress across Queens to the John F. Kennedy Airport. The bus arrived a 5:55 p.m. In the terminal, the group met Lyle Laprey, from Mt. Hood Community College, who would participate in the field experience with the Williamsport team. Auburn hair, green eyes and the Irish lilts of the ticket clerks reminded us of our destination and the friendly cabin crew welcomed the team aboard the Air Lingus 747 at 6:30 p.m.

At 7:11, the plane was airborne and flying over the international terminal offered a splendid view of Manhattan. The 3,575 mile journey followed the North American coast to Newfoundland and then turned east to cross the Atlantic. Surprisingly, the aircraft was at least ninety percent full, casting some doubt upon the reports of substantial declines in American tourism.

The team was scattered in twos and threes throughout the aircraft. Drinks and dinner, a movie or magazine occupied the hours in anticipation of sleep. The group had mixed success, some members sleeping several hours while others managed none at all. The cabin crew served a 6 a.m. "breakfast" at 1 a.m. (New York time), about one and a half hours before arrival. The five-hour time difference brought the first European sunrise mere hours after the last American sunset.

Day 2
Tuesday 22 July
Limerick

The plane landed at 7:35 a.m. at Shannon Airport. The modern, clean terminal was surprisingly busy for the early hour. Upon disembarking we passed a sign warning entrants about Chernobyl radiation. We made a perfunctory stop at the immigration desk and customs officers examined none of our baggage. The weather was dark and cloudy and decidedly cooler than what we had left.

In the airport arrival area, we met our Irish driver, Michael Greaney, and air guide, John Flatman, from London. They advised us to eat a "proper cooked breakfast" at the airport. We were to hear the word "proper" in a joking fashion more than once during the next three weeks. John further suggested that we exchange money in the airport, as we would soon enter "what you Americans would refer to as The Boondocks" for the first days of the journey and there would be little chance to exchange American currency.

The early hour allowed time for an unplanned trip through County Clare. We toured the "Shannon Side" of Ireland beginning with the Shannon Free Zone, an EEC (European Economic Community) development, seeing the first peeks of sunshine in the early morning sky.

We drove into the country for glimpses of cattle and sheep farms. John began his tour lectures by telling us about subsistance agriculture, the chief industry in this part of Ireland. The farms were small and primitive. Mortared walls of stone surrounded estates and fields. They were called "penny walls" because of the daily wages of their nineteenth century builders. Roads were narrow and winding and marked with bilingual signs (Luimneach = Limerick) in Gaelic and English.

County Clare is the birth place of Daniel O'Connell, the first Roman Catholic member of Parliament. He is revered throughout Ireland as the "Liberator" and is held in much the same esteem as our George Washington or Abraham Lincoln. We encountered our first real Irish county town, Ennis, with its winding streets which were very narrow and poorly suited for bus passage. We passed a farmer with a donkey cart and milk jugs on the his way to market. The ruins of Clare Castle, numerous other towers, churches and old homes sprinkled the countryside. As we drove through Linscanner it began to rain lightly. John said the Irish call this a "soft day."

The bus stopped at the spectacular Cliffs of Moher, 668 feet high, dating from the Upper Carboniferous Period, 350 - 270 million years ago. Breathtaking and vertical, the cliffs are home to millions of sea birds such as razorbills, gulls and cormorants. The Cliffs border Galway Bay overlooking three Aran Islands, famous around the world for their wool. We photographed sea stacks and O'Brien's Tower. A small stone pub/gift shop rests at the bottom of the hill near the Cliffs.

We retraced our route and passed the first of several Tinker groups (Irish Gypsies). As we drove toward Limerick, we passed Bunratty Castle. This structure, restored from its fifteenth century beginnings, is of the square keep; square towers rather than the typical round turretts.

By noon we were settled in the New Greenhills Hotel in Limerick, the first opportunity to sleep horizontally in a long while. Most of the group had enjoyed little or no rest in over thirty hours. Following a short nap, about half of the group walked into Limerick. We saw a beautiful old Anglican church with a beautiful entrance, court/cemetery arch, a stoic Catholic cathedral and Limerick Castle. We looked at several stores--mostly department types with Todds being the largest. We visited a chemist's shop, food, meat and fish markets and a variety of specialty shops. Sandy Rosenberger located the Small Business Development Center and visited the personnel there. When Sandy explained her position with the College, a woman remarked that she was unaware that Americans were interested in small businesses.

We returned to the hotel and gathered in the lounge to discuss the day's events and plans. In the bar, many of the group enjoyed talking with a young waitress who planned to attend college next year. She explained the system of examinations she was required to pass before entrance. Fred Gilmour had brought with him a number of small pins to give to especially friendly folks we met along the way. The pins depicted "Dugout", the official mascot of Little League Baseball, an appropriate rememberance of a group of Williamsporters. Unfortunately, the waitress was not familiar with baseball and was somewhat skeptical of the gift.

Most of the group decided to dine at Durty Nelly's Pub located next to Bunratty Castle. We took cabs to the Castle and in comparing the variation in fares later, agreed that most of us had been overcharged. Some of the group stopped for a nightcap at the hotel lounge while others strolled about the hotel grounds before retiring.

Day 3
Wednesday 23 July
The Ring of Kerry

Following our Irish breakfast of dark bread, eggs and sausages, we left for Limerick. Despite the 8:30 scheduled departure time, the anxious team members were boarded by 8:15. Tom Walker departed the group in Limerick to join Professor John Johnston of Lock Haven University. The two would meet representatives of four different colleges in England and Scotland in pursuit of faculty and student exchanges.

Limerick, which dates from Celtic times, was converted to a market town by the Vikings. We visited the Treaty Stone Monument of 1691 where Orangemen were permitted to occupy Limerick following a lengthy siege, provided they allowed the city dwellers to retain their democratic lifestyle. The treaty was soon broken after the mercenary troops departed, and became known as the "Wild Geese".

King John's Castle on the River Shannon, one of four he commissioned in Ireland, was built in about 1200. Nearby was St. Mary's Cathedral, which some had visited on the previous day. The cathedral was the first Christian church in Limerick. We toured O'Connell Street, Limerick's main thoroughfare, named for the patriot, Daniel O'Connell. Our guide informed us that many Irish town squares and main streets bear O'Connell's name.

Out of Limerick, we drove to Adare, designated as one of Ireland's best kept villages. In this tiny town of thatched roofed homes, we saw a beautiful old church, a manor house and grounds, which was for sale. Entreaties to Dr. Breuder to open a branch European campus on the picturesque site were to no avail.

Through the countryside of County Limerick we saw more trees and even a few forests. The stone fences we had seen the previous day in County Clare were few in number as farming was more modernized here.

Along the drive, John, our guide, gave us a verbal primer in Irish history. The Picts, the earliest residents of Ireland, were conquered by the Celts, from whom the Gaelic language was derived. The Celts were Christianized and later conquered by the Vikings. At that time, Ireland was divided into four provinces governed by lords who constantly fought one another. The Anglo-Normans came to Ireland following the invasion of William the Conquerer. Later, King John II was given control of Ireland by the Pope and subjugated the Irish. Following the War of the Roses, Henry IV established the Tudors as rulers over Ireland.

We passed through Newcastle, a farm market town, stopping for tea in Temple Glenton. After the break, we continued into County Kerry in the southwestern porton of Ireland. In this area three mountainous peninsulas, offering scenic vistas, march toward the sea. Our destination was Inveragh Peninsula's "Ring of Kerry", a road that circles the Peninsula.

As we traveled along we noted a number of features in each house construction: the absence of wood, tile roofs, stone building materials, recessed doors, and frequent atriums. Most of the farms were dairies, very few had planted pastures. The grazing cattle avoided the sedge grasses, indicating the pastures were native as opposed to planted. Small barns without silos testified to the lack of wood. Hay in the fields was handcut and piled in large mounds called ricks. The streams and rivers ran dark with peat. We passed fields with wild yellow iris, purple foxglove and Irish heather. Dairy carts pulled by donkeys or cars took milk to the nearby towns through the light rain.

The pastures and vistas differed from those seen in County Clare and there were more mountains. Fields were separated by hedgerows rather than stone fences. Pine forests, planted after World War II, embraced the hillsides and there were fewer ruins than in County Clare. The road building, like the farming, showed a lack of newer technology; however, the town of Castle Rocks did have modern homes which would be typical in suburban U.S.A. Most houses had small, well-tended rose or vegetable gardens. Through County Kerry we approached the Dingle Peninsula and the beautiful Sleeve Mich Mountains.

Driving to Killorglin, we took the 110 mile route onto the Ring of Kerry. We passed over a small bridge there with gulls sweeping above and swans gliding on the River Loune. Killorglin was known for its goat statue commemorating the animal that had reputedly warned the residents against Cromwell's advancing troops. It also hosts a large annual horse festival. We passed peat bogs where men "spaded the turf", cutting blocks of peat for drying. Dried peat is a major source of home heat. Tiny puffs of bog cotton decorated the fields.

We stopped to photograph the scenic Macgillycuddy Reeks and the donkeys and goats in the fields below. A man in traditional Irish dress had a donkey on which he had on mounted twin peat baskets. When asked by Paul Petcavage if he hauled peat to market with the animal, he replied that he just posed for tourists. An old bridge below the road showed the Irish practice of abandoning a damaged bridge and building another next to it and then rerouting the road. We were suprised to see palms along the roadside.

The view of Dingle Bay and Kells Bay was clouded by drizzle. We passed a peat-fired electrical generator which produced 5000 KW. Daniel O'Connell's birth place, which is now in ruins, was nearby.

Lunch was taken at Cahirciveen with six other bus loads of tourists. Many crowded around television sets to watch the royal wedding. We had a view of the ocean and Valencia Island as we left from lunch. The Island was the European point for the first transatlantic cable. We convinced Michael, our driver, to stop to allow us to photograph a peat bog.

The town of Waterville, which overlooks the ocean, and is a popular Irish and American resort for shooting, fishing and beach life. We passed the Butters's Arms Hotel where John pointed out pictures of Charlie Chaplin, a frequent visitor, hanging inside. Out of Waterville, our view of Ballinshelligs Bay was clouded by a squall.

Traveling into the farmland mountains, the pasture fences were high stone walls in more squared off patterns. Many ruined houses were seen. As we turned back on the Peninsula away from the sea, we photographed either side of a large ocean bay from a mountain lookout. The Skarit Islands were barely visible in the clouds and rain. A fierce wind made taking pictures quite difficult.

We passed a staigue fort where a circular ring of stone twenty feet thick and ten feet high is all that remains. It was built by an unknown race about 1000 B.C. As we moved further into the mountains we passed fuschia, once imported from Chile and now growing wild across Ireland. The group was getting tired and some slept. We passed hay bales topped with cloth covers to prevent the hay from blowing, a practice called "capping the ricks". We made one of John's famous "necessary stops" in the village of Sneem. This tiny farm village had houses that were each of a different color and a narrow bridge with interesting rock formations below. We photographed quaint road signs and shopped in a woolen outlet.

The trip through the picture postcard mountains was enhanced by tapes of Irish songs. The winding road was bordered by walls and clouds hid the mountain tops as we looked upon green valleys. Only a few sheep grazed in the fields. The sun peeked through and we circled back to the Macgillycuddy Reeks near the Gap of Dunloe.

The bus stopped at an overlook to view Killarney's three loughs. The breathtaking vantage point afforded excellent scenic photographs and our first group picture. The vegetation changed to ferns and rhododendrons as we drove into the valleys through a narrow stone tunnel.

Arriving in Killarney, we took jaunting carts, pulled by small ponies through Bourne Vincent Memorial Park to visit the nineteenth century

Muckross House. Beautiful gardens surround the house and lake front. The public park had well-trimmed flower gardens, trees, shrubs and grass that resembled a green carpet. We saw the ruins of Muckross Abbey which was destroyed by Cromwell's army. The cart drivers entertained all, especially the ladies. On the ride through Killarney, we saw a browsing red deer on the Muckross estates.

We arrived late at the hotel; a few of the team walked the two miles into Killarney to sightsee and shop. The hotel was definitely more tourist oriented and the lounge was busy. Some of the group walked to town in the evening and a large number visited Danny Mann's Pub. Word arrived from home that Peter Dumanis would not be able join us in Dublin.

Day 4
Thursday 24 July
Ireland's East Coast

At breakfast we learned that Lamont Butters was taken to the hospital at 3 a.m. with an inflamation of the pancreas. A hotel physician had examined him and conferred with Dr. Breuder. Rich Weilminster, Bill Holmes, Chris Radke and Fred Gilmour stayed up with Lamont late into the night.

That morning residual jet lag, the late night and the tiring previous day of travel made many in the group quite tired. The bus drove us to Tralee Hospital, a modern structure about twenty miles from Killarney. John, the guide, Dr. Breuder, Chris Radke and Davie Nestarick went in to visit Lamont. The physician said he should rest at least a week. We left knowing he was in good care.

The round trip to Tralee consumed two hours through a farm area with larger fields and high fences. We passed a restored church with a beautiful spire and a large complex that appeared to be an abbey. We returned to the elegant Great Southern Hotel in Killarney for a necessary stop.

We then set out for County Cork and the town of Blarney. On the way we saw monkey puzzle trees, a type of indigenous pine, and more beautiful yellow wild Irish roses on hugh bushes. The road to County Cork was rural. We saw more planted fields than in other locales. IRA monuments from the 1920s were placed along the roadside. We passed the area where Michael Collins, patriot of the Republic and the struggle for liberation, was assassinated. He was an associate of Daniel O'Connell. In passing through Macroom, we saw the restored front of the Macroom Castle and the village of Market. Stores had been built into the castle's towers and walls. We arrived in Blarney at 12:45 for lunch as many slept through John's history lesson.

Lunch was taken at the Blarney Woolen Mills Restaurant. Many excellent products of Ireland were available there and most of the group purchased sweaters or glassware. Following the shopping spree as people compared their purchases, Rich Weilminster remarked, "No wonder Ireland is so green."

We toured Blarney Castle and many braved the circular climb and assumed the precarious perch to kiss the stone of eloquence. The lack of noticable change led to the conclusion that those who had kissed the stone were already gifted with sufficient eloquence.

The Castle, now in ruins, was built in the fifteenth century. Two towers are outside, and a third stands within the castle walls. The grounds were picturesque and from the upper battlements, one could view Blarney House, a wealthy estate. The square keep design of the castle was more elaborate than Bunratty appeared to be. We could tour some rooms, but in the central portion all the upper floors had collapsed leaving fireplaces carved in the middle some of upper walls.

We departed Blarney and passed through Cork, on River Lee, a heavily industrialized city that is Ireland's second largest. Nearby is the island off which the Lusitania sunk. The road to a small keep, Middleton, had several ruined castles which we saw as we passed fields of sugar beets in this agricultural area.

The town of Youghle has a lovely beach and is noted for greyhound racing. We drove under the town clock tower which was built in 1777. In Dungarvan, a bridge built in 1500 took us across the river.

Waterford's modern suburbs house the famous crystal glass factory and a busy port with a shipping container industry. Waterford is located on the River Suir. We didn't stop but took photos from the bus of the town's Reginald's Tower. A pub now stands within the tower walls.

On the road to Wexford we passed through New Ross and saw Abercromby's Memorial, erected to the British Commander-in-Chief who favored Irish independence. It is a Corinthian column on which no statue was placed due to lack of funding. The farmlands here were more modern and circular hay bales were seen rather than ricks or tripod bale.

Arriving in Wexford with its narrow streets, Michael demonstrated his considerable driving skill by backing the bus up the street, through a narrow gate in the hotel courtyard, and parking between two busses with only inches to spare.

It was after 6 p.m. when we got to our rooms. We were soon gathered at the cozy bar around a crackling fire. The old hotel, White's, seemed to be about the most appealing in which we had so far stayed. Veronica Muzic commented that it had character and most agreed.

We took our meal as a group, the last for a while. We were suprised when the waitress served brewed coffee, a refreshing change from the instant most had long since abandoned in favor of tea.

That evening we carried umbrellas on a damp walking tour of Wexford until twilight at about 10 p.m. We went to the docks and saw the statue of John Barry, the Irish-borne American hero. Most of the group visited the Crown Bar, the oldest pub in Ireland, which is still owned by the same family, the Kelleys. It was a cluttered, damp place, but the hostess was a delight, showing us old bills of fare from the 1800s as we gazed at the military paraphernalia displayed throughout the bar. We awarded her the second Dugout award, now christened "Alvin" because of the resemblence to the "The Chipmunk Song" cartoon character. In return, Mrs. Kelley gave us labels from the Guinness brewery which had the name of her bar inscribed in Gaelic. These mementos dated from a time when beer was brought to local taverns in kegs and individually bottled by each pub owner.

We met a few locals in the bar, three doctors with whom we discussed training, practice and, of course, Lamont Butters' condition. We also met a student from New Jersey, his wife and Irish in-laws. We walked back to the hotel in the drizzle to which we were now becoming accustomed.

Day 5
Friday 25 July
Dublin I

The bus left Wexford at 8 a.m. Driving over the harbor bridge, Rich Weilminster related that he had talked on the previous evening with an agriculture student who said Wexford was the center of Ireland's premier farming areas. This was evident as we progressed toward Dublin. Modern barns and farm machinery, plantings of oats, sugar beets and hay, and fields with tracks for narrow gauge farm machinery dominated the landscape.

We moved into the Wicklow Mountains, large granite formations which are the most extensive in Western Europe. The beautiful Avondale Forest Park was a stark contast to the nearby fertilizer plant belching acrid smoke. We stopped for tea at a charming little motel near the town of Avoca, where copper once was mined. Abandoned smoke stacks for steam engines once used to pump water from the river were still on the hills across the road from us. By that time more of us drank tea than coffee. We bought a comical tour bus cartoon print and autographed it as a gift for Michael, our driver.

We drove past a pub called "Meeting of the Waters", named after the poem by Thomas Moore, who wrote it to describe the two streams that converge nearby. By this time many on the bus followed maps, circling cities we passed through or otherwise tracing the route. Others kept journals for logging photos and notes on places visited.

In Glendalough we saw the monastic ruins of St. Kevin's Church and Tower dating to about 900 A.D. St. Kevin's Cross, a closed circle Celtic cross, gives luck to those who can encircle it with their arms. For those with inadaquate reach, a kiss from someone who has reached around the cross will grant a wish. The double gate admitted people to the monastery enclosure. The ruined cathedral has many grave markers inside. St. Kevin's Church itself has been restored. The tower, which reaches several stories high, was entered by a ladder twelve feet above the ground. Its roof was restored during the last century. Several in the group took a number of photographs of the grounds and surrounding mountains and many bought guidebooks for later reference.

The mountainsides near Glendalough have undergone reforestation, as has much of Ireland. Along the narrow road we were forced to stop for a flock of sheep being moved from one pasture to another. The sheep dog herded the sheep to the side to permit the bus to pass and immediately returned those that strayed to the flock. We drove near Sugarloaf Mountain, over 2,000 feet high, winding through the Wicklow Mountains. We stopped at a scenic vista where hedge bordered fields and pastures with grazing sheep, cattle and horses stretched for miles. On the road to Dublin we passed through Bray, the home of James Joyce.

We drove into Dublin a little after noon as John explained the city's layout and history and told us some of the famous people who had lived there. While John's historical lectures had fallen on a few sleeping ears of late, everyone was now anxious to learn more about this bustling, cosmopolitan city of one million. The Georgian architecture and brass decorated doorways greeted us as we drove through straight, wide streets, the first we've seen since arriving. Dublin was busy--more like Manhattan than Ireland. Statues and parks adorn the city and traffic, including auto, boat and foot, was heavy.

The group stayed at the Royal Dublin Hotel on O'Connell Street in the heart of the downtown. Upon arrival and check in, groups set out exploring. We gathered again at 5:30 at the hotel to discuss the day's events.

Tales of pub lunches, shopping at Clery's, hustle and bustle were exchanged. Veronica Muzic purchased magazines in a bookstore for her project in advertising. Ann Miglio visited a number of restaurants and many of us shopped for traditional Irish goods. Joe Mark and Paul Petcavage stopped in a store and saw that an architectural exhibit was being hosted. Naturally, Joe paid a visit only to find that the exhibit featured work by students of the school he was invited to tour the following day. Upon asking directions, Joe found himself introduced to the man he was scheduled to meet the next day. Many folks saw the royal wedding gown on display in Clery's, a Macy's like department store. One group encountered a team of street urchin pickpockets and was warned by a local resident to beware. John had already alerted us to their habits.

After discussing the day's activities, we decided to dine at the Celtic Mews, a restaurant Ann Miglio discovered earlier in the day. An elegant experience in cuisine and service was enjoyed by all--surely the best meal yet in Ireland. Dr. Breuder was kind enough to pay the tab for all and was roundly applauded for his generosity.

The group then walked to the nearby Wexford Pub for Irish singing. The Irish national anthem was the final song of the evening. We all stood and toasted with the Irish. The hour being rather late we took cabs to the Royal Dublin and had a night cap at the bar with Michael who entertained us all with tales of hapless tourist groups he had recently driven for.

Day 6
Saturday 26 July
Dublin II

The first day of real sunshine greeted us for breakfast. In the morning we had a bus tour of Dublin with an afternoon of unstructured time. A lot of people had planned meetings and visits, as this was our first two-day stopover.

Kay, our Irish tour guide, was delightful. She started us in Parnell Square outside our hotel, showing us Parnell's Statue and that of the ubiquitous O'Connell. We passed the post office and saw the Bank of Ireland, former parliament building, where the Irish Rebellion began. Bullet holes still mark the exterior facade.

We entered Trinity College's Library and were awed by the Book of Kells. It is an eighth century book of the four gospels and is thought to be the most beautiful book in the world. The Library also held a 1728 Map of Dublin and the Proclamation of 1916, one of only twelve copies printed. The Book of Kells on this day displayed pictures of St. John and St. Luke's Annunciation Gospel in the hand of the monk scribe who had copied it many centuries before. The Brian Boru Harp, dated from 1014, is the oldest of Irish harps and a national treasure. The ornate woodworking of the vaulted barrel ceiling gave the library an austere atmosphere. It has a collection of over 800,000 volumes and 3,000 manuscripts and is the world's largest single chamber library.

We passed through streets with colorfully painted brass decorated doors so typical of Dublin's Georgian and Victorian architecture. At the Erie Bridge, we saw the monument to Freedom Fighting. Nearby was the modern, circular U.S. Embassy. We all agreed that it was sadly out of place in this traditional Irish neighborhood. In the Ellsburg section, the embassies of many nations are housed in the lovely Georgian buildings. The village of Donnybrook, on the south side, once played host to a raucous festival. The festival, which was outlawed in the last century, gave rise to the saying "a real Donnybrook".

Back in central Dublin we passed the National Gallery, Parliament House, the House of Oscar Wilde and Wellington's birthplace. Grafton Street was zoned as vehicle free and had shops and stalls filled with shoppers, much like Philadelphia's Ninth Street.

In medival Dublin we passed Dublin Castle and Christ Church Cathedral, which dates from 1034, although little remains of the original. The restored St. Patrick's Cathedral (1100 A.D.) is mostly original. The blackened appearance of many of the buildings was explained by the guide as residual smoke from the industrial revolution days which is being gradually erased by an acid treatment. Most cities are now smoke-free zones. This condition was typical of many older cities we visited in the British Isles, where high sulphur coal was used as a common heat source.

We toured St. Patrick's Cathedral and were surprised to find it was Church of Ireland (Episcopalian) not Catholic. A well was unearthed recently in a small park in front of the church. It was covered with an engraved stone that is now displayed inside the cathedral. The stone covered the well where St. Patrick was thought to have been baptized. Tattered Irish military banners were all around the Cathedral. There was a service in progress prior to a charity bicycle race and the participants processed out as we entered. The old cathedral had diverse highlights including: brass plates, beautiful stained glass windows, a pulpit donated by the Guinness family and Jonathan Swift's bust and grave site. Ornate helmets, pews, swords and coats of arms and banners from the Knights of St. Patrick adorned the front (Choir) of the cathedral. On the outside, the Gothic style was recognizable in the pointed archways and flying butresses.

We continued our tour upon leaving the cathedral and passed a Danish excavation, the Four Courts building, Guinness Brewery, Phoenix Park with Wellington's monument and the papal cross. Phoenix Park is the largest park in Europe. The President of Ireland and the U.S. Embassador reside therein.

The afternoon featured unstructured time for the group. Some gathered at 5:30 to discuss the individuals' activities. The high points included shopping on Grafton Street, The National Gallery, National Museum, Phoenix Park Zoo for the panda exhibit and general sightseeing in places like St. Stephen's Green. Many college and industry visits were made as the team used the unstructured time to complete staff development plans and visit cultural sites.

In the evening the team split again. The cultured group of eight visited the Abbey Theatre, Ireland's national theatre, to see the final performance of Sive, a famous Irish play. The more sporting visited the greyhound races and miraculously won sixty pounds--thanks to Jim Temple. Some of the group were photographed for a local sports paper. After a late supper for the theatre crowd, the group retired for an early morning Dublin departure.

Day 7
Sunday 27 July
Ferry to Chester

We arose early for breakfast at the Royal Dublin Hotel. A 7:30 a.m. departure took us by bus to Dun Laoghaire, on the outskirts of Dublin, to take the ferry across the Irish Sea. The ferry, St. Columba, had small shops, comfortable lounges and restaurants. The group took pictures of the departure through the old safe harbor.

Before departing we collected tips for Michael, our driver, who had become a group favorite. His dry humour, stories, drinking, and general good cheer had made him everyone's friend. Dr. Breuder awarded him the third "Alvin" (Dugout) of the tour.

Most of the cruise was spent talking, reading and writing or standing in lines for food, drink and money changing. The sea was calm and the crossing was uneventful. We sighted land about 11:55. Many went up to the deck in the steady wind to watch the entry to port.

We docked in Holyhead, Wales, overlooking a busy harbor getting off the ferry with, again, no custom check at all. The Holyhead train station also parks tour buses. Here we met Brian Robinson, our new driver for the duration. We crossed the causeway into Anglesea. We traveled through North Wales on an old toll road. The former gatehouses were either abandoned or converted to residences. It was a mild day, but cloudy. The group thought that the change in countries might herald a change in the weather although conditions developed otherwise. The Anglesey farms passed us by as we viewed black and white Holstein cows as well as sheep, of which were partially or wholly black.

John related the role of Wales in the War of the Roses as we headed toward the North Wales Mountains. We stopped in the city having the longest name in the world; Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogogoch which translates to "St. Mary's Church in the Hollow of the White Hazel Near to the Rapid Whirlpool of Llantysilio of the Red Cave". Oddly enough, the residents call their town LLangefni. We passed the statue of Marquis of Anglesey and crossed the Straits of Menai by way of an old auto bridge built high atop a railroad bridge.

We arrived at Caernarfon Castle and were impressed by the intact walls and battlements begun in the thirteenth century. The castle has seven main towers, a double gatehouse and many smaller towers. We spent about forty-five minutes exploring the towers. The Prince Charles exhibit depicted his Caernarfon investature. A open air concert and Welsh sword fight renactment were part of the entertainment. The battlements in the Eagle Tower, reached through a narrow circular stair, afforded us a spectular view of the town and the waterfront. A segment of the old town wall still remains next to the castle.

We departed Caernarfon to the accompaniment of Welsh music; we complained to John that it was not Tom Jones, but our pleas fell on deaf ears. Conversation contrasted Wales with Ireland, the superior road system, larger farms and more spacious houses and fields.

Northern Wales is dotted with slate quarries and evidence of former and present mining as well as the use of the product was everywhere. In Bethesda, we passed Penym Castle, constructed in more recent times to resemble different features of many of England's famous castles.

We stopped for tea at Conway. Perhaps the sunshine was responsible, but in spite of the terrible traffic, everyone loved the castle, walls, bridges and inexpensive tourist shops. We then drove through tiny Colwyn Bay, a resort town with beautiful beaches. High in the mountains there was evidence of slate quarries still operating.

Our restricted schedule left us little time in Wales and we soon crossed to England. Before the stopping at the hotel for the night, we had a walking tour of Chester in England. Chester dates from Roman times and our tour began at a excavated Roman amphitheatre which once held 7000 - 9000 people. The restored red sandstone of the south gate and town wall have typified Chester buildings since Roman times.

The architecture of Chester is typical Tudor timber-framed buildings with brick or mortar infills painted white. The buildings have been restored in Tudor or Georgian style since a late 1800's fire which burned most of the city. We walked atop the wall along the River Dee and viewed the ancient bridge and cathedral. From the wall we could see the park with Roman column remains. Many buildings had an arcade above street level with numerous shops. We saw the house where Charles I had his last dinner before leaving Chester. In the center of town is a cross, recently restored, that once stood outside the Roman seat of government. The town's cathedral has a square tower of red sandstone.

Our hotel was twelve miles from town. Dinner was a buffet for most of us and a few enjoyed bar suppers. The group broke up early after discussing the day's activities. A few remained for a hand of poker.

Day 8
Monday 28 July
North To Scotland

The second week began with a group breakfast, our first in England, before setting out on what would prove to be the longest single-day trek of the British Isles Field Experience. We began at 7:50, driving north through Chester. The roads were divided into three or four lane highways which were smooth and modern, a considerable relief from the bumpy rides of Ireland. We skirted Manchester and its canal.

Early on, John told us of England's geology (it changes approximately every fifty miles) and history. We learned of the original Celts and the Roman conquest, the Picts in Scotland, the Roman withdrawal about 450 A.D. and the gradual conversion to Christianity. The Romans were replaced by Anglo-Saxons and Jutes, who had a series of provinces under separate rule. Alfred, the Great, emerged as a unified king when he repulsed (temporarily) Viking invasions. The Norman invasion in 1066 changed the face of England, established the monarchy and affected all aspects of life.

As we drove we noted the contrasts with Ireland: more traffic, better and more modern vehicles, industry, roads that circumvented towns rather than going through them, better fields. Many enjoyed a rare nap in the warm, soft sun that shone in the early morning.

By the time we reached Lancaster with its University and prison seen from the highway, the clouds had returned. We had tea at a truck stop outside Lancaster.

We moved through the Lake District, home to many literary figures such as Southly, Coleridge and Wordsworth. The sheep pastures were surrounded by slate walls. The area was hilly as we drove to Lake Windermere through the town of Windermere where Tudor buildings lined the streets. The houses were built close together, having small gardens jammed with flowers. The town of Bonees is a resort area. We took a boat ride to the upper end of Lake Windemere through an area which is a national preserve. On the boat ride we passed beautiful hotels, a boat museum and a 1610 ferryman's house. The five mile boat ride ended at the town of Waterhead.

Leaving town we passed an excavation of a Roman fort and the bridge house of local tourist interest. We saw sheep dogs rounding up a herd. It was a short drive to Grassmere Lake, Wordsworth's home, where we stopped for lunch. The little slate-building town was a tourist attraction. Wordsworth's home (Dove House) was there. Veronica Muzic was one visitor. Many of the group also saw his grave and the Swan Inn referenced in his works. During lunch we shopped at stores and galleries. Rich Weilminster found greenhouses to visit.

Leaving Grassmere we passed through a farm district in scenic mountains where we stopped for photos. We found thistle, the national flower of Scotland. This area had far more campers and backpackers than we had seen before. We stopped at Gretna, on the Scottish border. Once in Scotland we passed through hilly farmland, some of which was being reforested. We went to the town of Moffat, known for the black statue of a ram in town center. The rain fell heavily in this picturesque little town so the group was forced to stay in the small shops to purchase woolens and pottery or they had afternoon tea.

We left Moffat in the rain and drove through hilly farmland and large reforested areas. Returning to the main highway, we continued to Glasgow. A large urbanized city area of two million people, Glasgow shows contrasts of old red brick buildings and contemporary highrises. It is an industrial area once famed for shipbuilding. Pollution was high. It continued to rain as we drove on an elevated expressway across the city. At the Erskine Bridge we crossed the River Clyde where we saw acres of whiskey warehouses. The nearby Dunbarton Rock held fortifications from which Mary, Queen of Scots, departed Scotland.

At Loch Lomond, we crossed the lake's southern end where we could see the large mountain, Ben Lomand. As we drove to Drymen for the night's stay, we crossed a bridge built in 1765.

The Buchanan Arms had a great little pub next door--The Three Dry Men--with a super waitress, Margaret, who received the fourth "Alvin" from Dr. Breuder. Most had dinner at the pub and many went pub crawling in Drymen. There were only three pubs in town; one, the Clachan, was the oldest in Scotland (1734).

Dr. Breuder told of purchasing a sweater with a dragon insignia which he learned from a clerk was a "lion rampant". He told the clerk that it should be "rampant lion" only to be corrected in Scottish brogue, "That's lion rampant, sir, the correct pronunciation for Scotland's national symbol."

Later in the night Tom Walker rejoined the group.

Day 9
Tuesday 29 July
The Scottish Highlands

We began our day at 8 a.m. with breakfast. Before departure most of us took a walk through the hotel gardens for a magnificent view of Loch Lomond and surrounding areas. We boarded the bus at 9 a.m. and Dr. Breuder reported on Lamont's improved condition.

The huge Mountain Ben Lomond, one of Scotland's highest, was in view throughout most of our early driving. It is about 3,200 feet high and quite steep. We drove along the west end of the Loch. The road was cut into the side of a cliff in many places. We could view many campsites and saw a herd of red deer with very large racks of antlers. Ben Lomond and many other mountains had picturesque waterfalls such as Gray Mare's Fail. We stopped along the banks of Lock Lomond to take pictures. The pastures were beautiful. Some of the land has been converted to pine and spruce forests. We passed a hydroelectric power station high in the mountains. A train departed the railway station as we drove through Crainlarich here. The mountains were as high as 3,700 feet. We stopped for tea at Tyndrum, took some photos and shopped.

Now in the Scottish Highlands, we passed a truck farm as we approached the moors. We stopped to photograph the first long hair highland cattle we had seen on the trip. The steep mountains had ditches where the snow melt had cut the channels deep. Heather and bog cotton grew on the wet peat area. Water pools and ponds abounded. The mountain tops changed as clouds first covered and then unveiled the peaks. Sheep grazed in the distance. We entered the Glencoe area where the 1692 MacDonald massacre by the Campbell clan had occurred. Coincidently, the tape deck on the bus played a Scottish ballad mourning the massacre while we drove down the valley. The driver stopped the bus long enough for Lyle take a group picture near a ski resort with a background of spectacular, almost Alpine, scenery. Further down the mountain we stopped in a rain storm to photograph a piper. The road wound down a long pass toward Loch Leven and the town of Glencoe. The spectacular mountains line both sides of the road and we vaulted from one side of the coach to the other trying to catching glimpses or photographs. To prove the United Kingdom has all four seasons each day, the sun broke through the heavy cloud cover as we arrived at Fort William and Loch Linnhe.

Following lunch, shopping, photos and sightseeing we left for Ben Nevis, the highest point in the British Isles. Many of the group had decorated their seat ashtrays with sprigs of thistle or heather. Snow still covered the shaded parts of Ben Nevis. The area is used mostly for cattle ranching, since the Highlands have few inhabitants between the villages. We stopped for photos of Ben Nevis at a memorial to World War II commandos who trained in the area. Further along, we passed rather desolate spans where forest harvesting had occurred.

The area between the high mountains is a fault called the Great Glen which, in the valley, gives rise to the Lochs. Four of the lochs are connected by a canal system, the Caladonia Canal.

From the shore of Loch Lochy, we could see sail boats. At Loch Onich we passed the memorial to the seventeenth century slain McDonnells at the Well of the Seven Heads and saw a number of large pleasure boats making their way up the lochs.

We left the larger mountains behind and moved into the hilly regions before Loch Ness. We stopped for tea near the canal system at the south end of Loch Ness. Royal Air Force jets flew quite low overhead on maneuvers.

Traveling down Loch Ness on the western shore, John told us of many Nessie stories. We stopped at the ruins of Urquhart Castle, where most of the sightings had taken place. A piper was there for photos, but no monster.

We followed the shore of Loch Ness to Inverness, the onetime capital of the highland kingdom. We saw the modern suspension bridge over Moray Firth, where the River Ness widens to meet the sea. The eighteenth century castle at Inverness sets on a hill overlooking the center city. The Scottish baronial style of buildings in brown or red sandstone were intermixed with more modern structures. At the Firth, we reached the northern most point of our journey.

We turned south for Aviemore, a Scottish ski resort, about twenty-five miles to the south. We saw the western face of the mountains and many patches of snow remained even this late in the summer.

After arrival, we held a team meeting. As July 29 represented the halfway point of the trip we assessed progress to date. All felt good about the experience. Some room changes were made in the interest of economy.

Dinner at the hotel was awarded high ratings by those who remained. Others went downtown to see the local tourist attractions. Aviemore is much like our Poconos. Many took advantage of laundry facilities to renew their wardrobe. A few of the group went into town for dinner.

Fred Gilmour told of last night's phone call to home. He got the operator who asked if his name was the Scottish or British "Gilmour." When Fred replied, "Scottish.", the operator replied," Then the service will be twice as fast."

Day 10
Wednesday 30 July
Edinburgh I

We departed Aviemore at 9 a.m. and traveled down the east side of Scotland toward Perth. John Flatman, Davie Nestarick and Bill Martin stopped at a shopping center to purchase drugs for Sandy Rosenberger who had been ill. We drove by the ruins of Rotham Barraks built in 1715 to house Hannovarian troops.

The east side of Scotland was more hilly, unlike the very mountainous west side. John gave us a summary of sheep ranching. Our history lesson continued with stories of James I (James VI of Scotland) and his heir, Charles I, who, as monarch in the civil war, was beheaded by the Parliamentarians led by Oliver Cromwell. The area fit into the history of the period as the Restoration in 1616 began with the ascension of William of Orange followed by Queen Anne of Scotland.

We passed Blair Atoll and Blair Castle which, by tradition, is still permitted to raise a standing army. Rich Weilminster remarked that the northern part of Scotland, especially in the highlands, resembled Alaska. As we descended in altitude, the pastures became farmland. The farms are quite modern.

We passed a dam on the Loch system at Pitlochry. Scotland has many more bicycling tourists than we had seen in the past and many more tourist parks and campgrounds.

We drove through Perth, an agricultural and railroad town, once a highland capital. Tom Walker discussed Scottish separatism, a movement of some current substance led by the Scottish National Party.

In Crieff, we toured the Glenturret Distillery, Scotland's oldest, founded in 1765. Our guide, Paul, who was an engineering student at Edinburgh University, added a Dugout (Alvin) pin to his collection for a job well done. The distillery cat, Towser, is listed in the Guiness Book of Records for mouse catching (25,000) and is quite an attraction. At twenty-three years of age, she gets birthday greetings from the Queen and others from all over the world. In passing through Crieff, we took photographs of the quaint shops and one butcher posed as Fred Gilmour took his picture from the bus.

It began to rain as we left the distillery driving along Loch Earn listening to Scottish music. As we headed west, the high mountains again became visible. We were just east of Loch Lomond in an area of Scotland called the Trossachs. Because of the rain, most of the group opted for lunch rather than shopping or sightseeing at a little town called Callander.

Again underway, Pat Shoff and Doreen Shope collected Scottish and Irish phrases from the group in the front of the bus for use in their proposed business course. As we crossed a bridge built in the seventeenth century we could see Doune Castle in the distance. We were reminded of Ireland as the bus had to stop twice to give cows a chance to cross the road. We passed the Wallace Memorial to the Scottish patriot, who defended the English invaders in 1297. Stirling Castle, where James VI stayed as a child, sat high on a hill. At Grangeworth, we passed huge petrochemical plants and the Linlithgow Palace where Mary, Queen of Scots, once lived.

We entered the historical city of Edinburgh. Our hotel was very old being located in a rowhouse. Most of the group took the bus or walked to Prince's Street to see the stores and storybook castle. The flags above Holyrood House indicated the Queen was in residence for the Commonwealth Games. The citizens have a saying that, " When the Queen is in residence, it always rains." and this time it again proved to be true.

When we gathered for attitude adjustment hour we found that a group dinner could not be arranged due to the advanced bookings because of the Games. We had seen a number of participating athletes in colorful blazers downtown. The group split for dinner. About ten went to Duncan's Land, a French restaurant that Ann Miglio visited in the afternoon; the reviews were very high. Others from the group went to a dance for the Commonwealth Games participants where bands from Canada and New Zealand entertained. The rain continued as the team members returned to the hotel for the night.

Day 11
Thursday 31 July
Edinburgh II

Our 9 a.m. tour of Edinburgh was restricted by the presence of the royal family and a number of activities associated with them. David McRae, our Scottish guide, dressed in a kilt and traditional garb, had a continuous line of comical anti-English banter, much of which was directed at John.

The City of Edinburgh is very old with the "new" section dating to 1767. It is dominated by the castle. The new section is Victorian while the old is Georgian. We passed St. Mary's Episcopalian Cathedral, now a Presbyterian Church. A number of the churches we saw are closed and some even converted to businesses.

We saw the house where Joseph Lister lived from 1870-1877, and Alexander Graham Bell's birthplace. The great dome of Usher Hall presides over musical concerts. The George Herriot School is an exclusive private academy.

Approaching the castle, the banners displayed the Lion of Scotland above the narrow gates. Bleachers were being set up for the military Tatoo, an annual performance. The castle is built into the rocks of the highest volcanic hill in Edinburgh. There are seven gates into the castle proper, the first is framed by statues of William Wallace and Robert, the Bruce, both of whom defeated the English in the thirteenth century.

The castle dates from the eleventh century but only one building, Queen Margaret's chapel, remains from that era. The Great Hall had an armory and weapons display beautifully decorated with wood. The Crown Jewels of Scotland are housed there. Queen Mary's room marks the site in the royal residence where Mary, Queen of Scots, gave birth to Charles II. The Scottish United Service Museum has weapons and uniforms from armed forces across the centuries. The moving Scottish War Memorial was most impressive, it dates from the 1920s. From the castle, the view of Edinburgh all the way to the Firth of Froth was splendid. The Scottish guards wore battle ribbons of Northern Ireland. They are members of the Royal Scottish Highland Dragoons. We saw members of the Canadian Commonwealth Games team on tour. For a job well done in the castle tour, Fred Gilmour awarded our guide, David, a "Dugout". Upon return to the parking area, we watched the changing of the guards.

From the castle, the Royal Mile leads to Holyrood Palace. It descends the one mile with closes, courts, and wynds. We saw the former residence of Robert Burns.

Parliament Hall Square also is bordered by St. Giles Cathedral, once Catholic, now Presbyterian, where John Knox was minister. City Chambers is the seat of local government and the Provost is the mayor. Further on, we passed John Knox's house, built in 1490.

Turning off the Royal Mile we passed the Royal High School of Edinburgh, a replica of a Greek temple was once renovated for a possible Parliament site. We saw a watch tower constructed over a cemetery to prevent body snatching. Holyrood Palace dates to 1480. Since the Queen was in residence at the time we could not tour the inside. On the grounds of the palace stand the ruins of the Abbey of the Holyrood.

Meadowbanks Stadium hosted a number of Commonwealth Games events. Queen's Parks surrounds the Palace. Edinburgh University is scattered all over the city and we saw the physics, music, old college and McEwen Hall used for graduation.

The Memorial to Greyfriar's Bobby commemorates a Scottish terrier who sat on his master's grave for fifteen years according to local legend. The National Gallery was fronted with impressive doric columns. The twelve mission columns on the hill in the distance commemorate the Scottish dead in the Napoleonic Wars. Next to the columns was Nelson's Memorial.

We passed Robert Lewis Stevenson's residence, on Herriot Road. He lived there from 1857-80. We saw the Assembly Hall, home of Freemasonry. John Young Simpson, who had used chloroform for childbirth, had once lived in the city. Walter Scott's home, 1802-1826, was on North Castle Street. We concluded our tour at Williams Pitt, the Younger's statue near the Georgian Hotel.

The group split for an afternoon of closeup reviews of the morning's sights. Many also had staff development commitments. Paddy's on Rose

Street was a popular lunch pub. The Royal Gallery had Rembrandts and Titians and the choir practiced in St. Giles. The excitement was high when the Royal Gallery got a bomb scare with members of our group inside. Some groups visited a kilt manufacturer,a store where wool was being spun, and a bagpipe maker. Prince's Street and the Royal Mile shops got a great deal of our business. The Queen's Garden party coupled with Commonwealth Games made the downtown crowded, making getting a taxi nearly next to impossible. Many of the group saw guests going to and from the Queen's party and Dr. Breuder and Nora Martz saw the Duke of Edinburgh. Many of us returned to the city later for dinner and a photograph the castle at dusk.

A number of the group drew parallels between Dublin and Edinburgh, the later being favored as more comfortable than Dublin. Bookstores at the University provided a number of opportunities to various group members, while parks and gardens delighted others.

Day 12
Friday 1 August
York

We began our day of departure from Scotland with an early breakfast. The day was a blue-sky sunny delight, the best morning we had seen on the trip. As we left Edinburgh, we passed through a section of the new town that was being restored according to strict codes and John Flatman explained that building restoration was preferred over replacement. As a mini tour out of the city, we took our last glimpse at the Scottish Memorial, British North Hotel, Edinburgh University and The Royal Mile.

As we passed Borthwick Castle, John told us of Mary, Queen of Scots, who had a history associated with the castle. The area was a center for Scotland's wool production and processing. We again saw dogs working a flock of sheep as John told of the history of the woolen industry in the area of the River Tweed. We could see the Gala Water which becomes a river further south. The area was one of rolling hills, pastures and fields all beautiful in the sun light. In Stowe we passed an old cemetery surrounding a church which was ivy-covered and broken. Nearby was a pack horse bridge, built in 1655, now in disuse in a field. Galashiels was a woolen center on the River Rivert and on its outskirts, we got a glimpse of Abbotsford, Sir Walter Scott's home in later years.

We visited Melrose Abby, in its 850th year. It had been destroyed and rebuilt several times since 1136 and the architecture showed both Medieval and Reformation styles. The few remaining exterior statues had been disfigured by Reformation troops. The heart of Robert the Bruce lies buried there. The beautiful green lawn, abbey and cemetery combined with the sky and sun to produce many memorable photos. In the small town of Melrose, John chided us for visiting the "inevitable, but final woolen mill".

Leaving Melrose, we saw a tower, Wellington Monument, on a distant hill. Soon we passed through Jedborough, with its ruined abbey like Melrose, one of four border abbeys dating from the year 1138. We also saw Queen Mary's house where she had once stayed and the local hanging tree. At the border, we paused for photos at a scenic vista.

The pastureland and farms were on rolling hills that rocked the bus and reminded us of Ireland, but toward New Castle, the road flattened out. In that city, we saw three sections of Hadrian's Wall, one section with a turret built in 122. This city of a million, combined with Gateshead, is an industrial center with coal, armaments, (Vickers) and petrochemicals. We stopped for lunch at a roadside rest where a monument to George Washington's family was erected on a nearby hill.

From the rest stop to York was a ninety minute drive on a modern, divided highway. The land flattened out as we moved south through farms, fields, and pastures. The hills to the east marked the beginning of the Yorkshire moors and on one a man had removed the topsoil to unveil a pattern in the underlying white chalk visible in the distance as a horse. Many aircraft and military vehicles along the route testified to the activity on two Royal Air Force bases we passed.

York's ancient history, beginning in Roman times, was John's topic as we approached the city. The red brick buildings, more typical of the area, were interspersed with a few in grey limestone. A large rail center had just changed shifts and many workers departed on bicycles. York's old city dates to Roman times and had shown many faces. The Viking language calls a "gate", a "bar" and names "streets", "gaits"; confusion for the tourists resulted.

We began a walking city tour on one bar and mounted the wall. We walked around the thirteen foot high structure and past the modern buildings it encloses. In some places, parts of the original Roman wall remains while at others it has been replaced by Viking, Saxon or Norman structures. We dismounted the wall at the River Ouse and crossed the bridge. We could see the old towers that protected water access to the inner city by a chain long since removed.

Mulberry Hall, an oak frame Tudor style building dated to 1434, was typical of buildings with the wall area. On Stonegate Street, we walked upon flat rectangular Roman paving stones over 1900 years old. The shops displayed every conceivable type of merchandise and the narrow winding streets were crowded. The area was called the Shambles, a name derived from the medieval word for butcher shop. Holy Trinity Church, with its pew boxes, dates from 1250 and was built on the foundation of an earlier church. It has a two-deck pulpit and a stained glass window with a full-size representation of God which is found only in three other York windows and a total of five in England. We would see another at York Minster. We walked to Whip-na-whop-na Gate once the site of public floggings. Across from the Minster, a Roman column, unearthed in a repair of the foundation, stands next to the area's parish church.

The Minster, built from 1220 to 1472, is one of the most impressive medieval architectural sites in Europe. Upon entry, we could hear the choir and organ concluding a service. We waited ten minutes before our tour. In the north transept are five lancet windows, each five feet by fifty-six feet, with stained glass mosaic. The central tower has four columns, erected from 1400 to 1430, and these required reinforcement twenty years ago. The four hundred year old clock on the wall has two striking jacks which we heard on the quarter hour.

Beneath the main level is a Norman Chapel called a minster which indicates the dual designation of many British churches, minster and cathedral. It showed typical Norman bowed arches.

The Great East Window, seventy feet by thirty-six feet, depicted in panels the story of The Bible. It took three years, 1405-1408, to complete. The choir area was destroyed in the 1800s by arson but has since been restored faithfully.

Following the tour, the group dispersed for dinner in Shambles' pubs. We walked back to the hotel in the inevitable rain.

Day 13
Saturday 2 August
Stratford-on-Avon

We departed York on a cloudy, windy day. Dr. Breuder told us that Lamont Butters would join us on Tuesday, August 5, in London. Sandy Rosenberger also seemed nearly recovered from an intestinal flu. The highway was straight and modern as we headed south. An old windmill contrasted sharply with the three sets of power plant cooling towers visible on the horizon.

As we passed the ruins of Pontifract Castle where Shakespeare had King Henry killed, John told us of the Tudor Dynasty whose monarchs Henry, VII, Henry VIII, and Elizabeth I moved England to the forefront of world politics.

On the way to Nottingham, we passed the home of Robin Hood, Sherwood Forest, now more of a suburb than the haunt of the legendary outlaw. Culm banks and industrialized areas contrasted with Mansfield Castle in the distance. We passed Hardwick Hall, built in the 1500s next to the ruins of the former Hall where Mary, Queens of Scots, was held under house arrest, preceding her death, by Elizabeth.

Before we stopped for morning tea, John told us of Shakespeare's life and times. We stopped at Coventry to see the old and new cathedrals. The old was destroyed in the Coventry Blitz, November 14, 1940, by the Luftwaffe. The two cathedrals are adjacent to one another. Both are of red sandstone and the pitted, darkened walls of the old contrasts with the smooth, light, newer stones. A bronze frieze of St. Michael slaying Satan adorns the entrance. A special Coventry rose is planted throughout the small grounds. The old cathedral houses the Archbishop's Tomb.

The central tapestry in the new cathedral is seventy-two feet by thirty-eight feet, and is the largest in the world. It is the focus of attention from all interior parts of the cathedral. The Baptistry window, eighty feet by fifty feet, forms a backdrop for the Bethlehem fount. Pennies embedded in the tarrazzo floor help the acolytes stay in straight lines. The impressive organ has 4903 pipes. The sawtooth sides of the church contain five representative stained glass windows each in a different color. The south screen consists of hand-wheel engraved glass panels with figures of British saints and angels.

Coventry is a manufacturing town and an automobile inside the cathedral testifies to the role played by employment, a throwback reflection of the role that guilds played in Angelican churches through history. On the ride out of Coventry, we saw sections of the ruined old wall and an abbey of the Covington Greyfriars. In the cemetery, poplar trees mark the mass grave of over four hundred unidentified victims of German bombing. The brick, bay windowed, row houses offered delightfully tiny gardens with potted hydrangia.

Back on the highway we passed an agricultural crop station and the first sheep in a pasture we had seen today. A road under construction showed more modern techniques, unlike those we found in Ireland.

In Stratford-on-Avon we crossed over the canal with its colorful boats and passed Shakespeare's memorial and theatre. We drove to Trinity Church where William and Ann Hathaway are buried.

We stopped to tour Ann Hathaway's house, but the crowded conditions gave us more of a walk than a tour. The house, built in 1470, was home to the Hathaway family for thirteen generations. We saw Ann and William's courting bench next to the great kitchen hearth. We learned that the origin of the canopy on the beds was functional as well as decorative--it protected the occupants from insects droppings from the thatched roof. Upstairs there were separate bedrooms for the girls and boys. The fireplace, tables and chairs date from Shakespeare's time. We also toured Shakespeare's birthplace in downtown Coventry. Its appearance is much the same as the Hathaway House except for the exhibits inside. The variety of spoken languages heard on the tour gave testimony of the esteem in which the Bard is held.

Back on the bus, Lyle shared with us the Elizabethian derivation of many of our modern phrases. We drove past the spot where New House once stood, passed Shakespeare's Grammar School and Windmill Inn on the drive to our hotel.

Following baggage check, most of the group used the two free hours to explore Stratford. The Shakespeare Monument has four statues at the base supporting William at the top: Falstaff, Lady McBeth, Prince Hal and Hamlet. It sits in a manicured park. Flower beds abounded. The canal runs through the park and colorful, long, packet boats were tied at the docks. The locks at one end of the park lowered the level to the next canal section. Children played everywhere and people, obviously on holiday, enjoyed the "blowy" yet sunny day.

The winding, bustling streets were filled with foot and auto traffic. Beautiful multi-flowered hanging baskets were everywhere. Many of the shops displayed the Tudor styling with upper floors overhanging the street. The streets were clean, unlike the muddy canal which was littered with McDonald's containers.

We had dinner as a group in the hotel, The Moat House International. Davie Nestarick had an interesting lesson in English cooking technique as she discovered a large piece of metal scouring pad in her triple chocolate mousse. We then departed for the theater where we visited the Royal Shakespeare Theatre to see Romeo and Juliet. From the side balcony we watched as the modern interpretation unfolded in the first act replete with motorcycles, sports cars, high fashions and a duke who looked like a mafioso don. At intermission, the first act received mixed reviews, depending upon personal preference for Shakespeare interpreted or in original production. In the second act, the pointed performance took its tragic turn and by play's end, the performance was generally favored. After the play, many stopped by the famous Black Swan (Dirty Duck) Pub to mingle with the theatre crowd. Dr. Breuder favored us all with his critique of the play during which he discussed the dramatic high points.

Day 14
Sunday 3 August
Bath

We left Stratford following breakfast and headed past the park near Shakespeare's Memorial and the canal boats. Outside of town, we passed a herd of small deer. Along the road were mail posts which the stagecoach system once used for placing the mail bags, giving rise to the phrase "post office". We were driving through the area of England called Cotswold. At the town of Longcompton, we saw a church with a small structure called a lych gate. They were once used to house deceased persons in a casket for a few days prior to burial.

Along the way, John discussed the English system of education with ordinary and advanced exams preparing one to enter a university. He told us something of the traditions at Oxford and its first three colleges; University College, 1249, Balliol, 1263, and Merton, 1264.

We passed Blenheim Palace, home of the Duke of Marlborough and Winston Churchill. It was built in 1705 and named for a famous battle in which a former duke played a major role. In Bladen, we stopped at the small church yard to view Churchill's grave and those of his parents and wife.

At a car park we stopped for tea Dr. Bergerstock approached a group of local motorcyclists. He asked them if they minded riding in the rain. They said, "Mister, in England you don't own a motorcycle if you mind the rain." Don pursued the matter saying we'd been here for fourteen days and it had rained every day. The man replied, he'd been here for twenty-three years and it had rained every day.

Oxford is a collection of colleges each of which has a chapel, dormitory, faculty office and dining area. Upon entering the university area we saw the spot where three bishops were martyred in 1556 by Mary, Queen of Scots. Their memorial stood in the city. The site now adjoins Balliol College. We saw Trinity Chapel, the yard at Exter and its chapel built in the last century in French Gothic style. It displays a William Morris tapestry of the birth of Jesus. At Lincoln College, we saw the rooms of John Wesley and Radcliffe Camera. Oriole College awards Rhodes Scholarships and All Souls College admits only graduate fellows. We concluded our tour in the rain at Bridge of Sighs and the Sheldonian Theatre where Oxford's commencement takes place. We stopped at the Randolf Hotel for tea and to dry out.

Back on the bus, John talked to us regarding the origin of British phrases, many of which are at least familiar to Americans. We were driving through Berkshire, where chalk predominates. The farms and fields were rolling and the trees low.

It was raining when we stopped for lunch. As we drove out of the restaurant, we passed Barberry Hill, a battle site in the Arthurian legends, which once shouldered circular fort but is now only a raised ridge on the hill.

We drove into Bath, which the Romans called Silas Minerva. It has been a fashionable spa since the first century. When the Romans left in the fifth century, the city fell into disrepair until the Saxons opened a bath on the site of the original as did successive ruling groups of England.

The bus toured us through the city, built in stately Georgian style using bathstone, a local limestone. Much of the town consisted of old buildings being cleaned of soot and restored from their blackened appearance. Many contemporary buildings are built in the Georgian style. The River Avon, not the same as that in Stratford, runs through Bath. We passed the house where Nelson lived for a while as a young man. We saw Hershels' mound where the famous astronomer sighted the planet Uranus, the first planet discovered with aid of a telescope.

In the Circus, the half circle residential buildings displayed three different columns on each of the three stories, the roof supports were topped by sculptured acorns. The local use of acorns stems from a legend that a farmer's pigs routing for acorns caused the modern discovery of the springs. There was an arts and science motif above the first story. Another similar circular set of buildings, the Royal Crescent, uses Ionic Columns.

After hotel check-in we walked to the Roman Baths and the Georgian tea room called the Pump Room. The ruins were discovered in 1898. The Victorians reconstructed it according to their own version of what it looked like. They were quite incorrect in their interpretation because Romans had a barrel roof while the Victorian roof is open. The Roman ruins come to shoulder height and the Victorian restoration is built above it.

Further Roman ruins are constructed below the present baths. The King's bath dates from 1100. The hanky-panky chair held the bath master who kept frolicking to a minimum. We passed through the elegant Pump Room into the museum. Four major baths exist. The Great Bath is Roman/Victorian measuring forty feet by eighty feet by five feet. The floor is lined with forty-five lead sheets, each weighing about a ton. Statues (depicting Victorian emperors) reign from the columns. The Circular Bath holds a coin toss area from which Roman artifacts have been retrieved. The gems pulled from this bath are adorned with intricate carvings.

The King's Bath has a spring that pours 25,000 gallons of water at 115 degrees fahrenheit per day into the underground pool. The fourth area had heated and cool pools and "Roman steam rooms" for oil covered patrons.

The Bath Abby was built between 1499 amd 1616. It is a Gothic structure with a beautiful marble and wood baptistry and walls covered with slabs commemorating patrons. John said over 4000 persons were buried there. An archbishop was enshrined there in 1608. While we visited, the choir was practicing.

In the meantime, Sandy Rosenberger and Davie Nestarick visited a hospital to check on Sandy's condition. We were all glad to learn that Sandy's flu was abated.

Since the rain had stopped, many members of the team used some time to explore downtown Bath. It was Sunday so many of the shops were closed. Still, it was interesting for the group members to observe the Victorian, Georgian and imitation Roman architecture of the area. Most of the group reconvened at the hotel in the early evening and made plans for dinner. There was a pub and several small restaurants nearby that provided evening meals. The pub, The Saracen's Head, dated from 1713 and was favored by Charles Dickens. The temperature had climbed despite the evening hour and many enjoyed a pleasant walk back to the hotel. Most of the team took advantage of the hospitality of the hotel lounge prior to retiring early in anticipation of a busy day in London on the following day.

Day 15
Monday 4 August
Stonehenge

We awoke to hazy sunshine and blue sky and set off for Stonehenge following breakfast. We passed through the town of Warminster where we saw an old circular, stone lock-up used for drunks. The area had rolling hills dotted with clumps of trees and pastures.

Stonehenge dates from 2800 B.C. and has been rebuilt several successive times. It is believed to have remained in use until 1100 B.C. Resting on the Salisbury Plain, the two concentric rings and entering Heel Stone were used to predict the length of the day and calendar. Researchers feel it had some religious significance that probably relates to the burial mounds that are prevalent in the area. Nearby, hiding in a group of trees, are the remains of Woodhenge, which was a wooden circular structure that may have served as an assembly hall.

The stones in the smaller inner circle are called bluestones. (The largest stones, five triletrons, form a horseshoe shape in the center.) The stones forming the outer circle showed evidence of the tongue and groove supports which held them together. The Heel Stone was about one hundred feet from the rings. From the Heel Stone one could sight through the rings aligning the sun in its summer solstice with the presumed altar. The rings were surrounded by a trend and a group of about seventy auberry pits, discovered in the 1700s, which were later shown to contain human cremated remains. Stonehenge fascinated the group, the reverent quiet on the plain adding to the mystery of the place. It was probably the most photographed site on the entire journey.

We left Stonehenge and headed toward London. Earlier, at Dr. Breuder's suggestion, we voted to bypass a scheduled stop at Salisbury Cathedral to allow more time at Windsor Castle and an earlier arrival in London.

We passed Boscombe Downs, an airfield for experimental aircraft and Basingstate, a post World War II housing development for displaced Londoners. It was a community that now resembled our American suburbs, more than just a bedroom for commuters, with neat row houses situated along angular streets.

We stopped for lunch at a wooded car-stop packed with English boy scouts and German touring groups. It had a picnic area where many ate outside enjoying the warming sunshine.

After lunch we traveled into County Surrey which is twenty-three miles from London. John said that from that point to London the residential commuter areas begin.

We diverted to Windsor, a commercial tourist area surrounding Windsor Castle, where William the Conqueror had built a raised earth works and wooden fort in 1070. Later monarchs had added the more elaborate stoneworks. The last century saw George IV sponsoring extensive renovations and Windsor is now the largest lived-in castle in the world. On the route in, we passed Ascot Raceway. Near the castle is Frogmore where Albert and Queen Victoria, as well as Edward VIII, are buried.

Driving into town we passed the crooked Tudor house and town hall design by Christopher Wren. There were swans on the Thames as we parked the coach. We entered the castle through the Henry VIII Gate, one of four in the walls.

Inside the wall we saw St George's Chapel which was finished in 1548 and was the burial place of George V, George VI, Henry VIII and Charles I, among other monarchs. The chapel is the home chapel of the Order of the Garter. We saw the Horseshoe Cloister with its herringbone bricks in a Tudor style that is now a residence for castle employees.

The romantic, round tower, begun in the fourteenth century, had its stairs added in later years. From a nearby courtyard, we could view the Royal apartments. The group toured the staterooms and walked up the grand staircase with high towering ceiling and imposing armour figures with axes and lances. In the grand vestibule, we saw more modern weapons displayed. The Waterloo Chamber had a portrait gallery of past monarchs and, in the Garter Throne Room, the portrait of Queen Elizabeth II was displayed. St. George's Hall had baroque frescoes on the ceiling and walls as did the Queen's Presence Chamber and the Queen's Audience Chamber. The Queen's Ballroom was hung with several Van Dyck portraits. Taken together,including the paintings in the Queen's Drawing Room and King's Closet, the value of the hanging art alone exceeds 100 million pounds. The King's bedchamber and drawing room completed the tour.

The group had additional free time to explore Windsor and the Castle. Most of us visited the Queen's Moat Gardens, St. George's Chapel or Albert's Chapel built by Victoria in honor of Prince Albert and decorated in Victorian glitter.

On the way out of Windsor, we passed the house of Elton John and former home of John Lennon. Our coach took us through Runnymede, where the Magna Carta was signed in 1215 and we saw memorials to John F. Kennedy and British Airmen, plus one dedicated by the American Bar Association.

As we returned to the main highway, we approached Heathrow and a roadside flock of sheep provided a sharp contrast to the thunder of jets overhead. We began to encounter more vertical buildings and heavier traffic as we proceeded closer to central London. John pointed out old restored fronts on new buildings, a local preservation initiative. Most traditional London architecture was composed of red or yellow bricks. John showed us Oliver Cromwell's house and other familiar London landmarks. We saw doubledecker buses, Hyde Park, Buckingham Palace and Harrods flying past in the dense motor and foot traffic.

At the hotel we said good-by to Brian, our United Kingdom driver, whose bus was recovering from a hit and run that damaged the mirror only seconds after we had stopped in front of our hotel.

Completion of accommodation arrangements saw the group disperse to a variety of activities. Ann Miglio, Veronica Muzic, Tom Walker and Joe Mark accompanied by Lyle Laprey visited the London Philharmonic. A rather large group did a walking tour of central London by evening to see the lights of Big Ben.

Best of all, Lamont Butters rejoined the group and was feeling quite well considering his ten-day hospital stay. The personnel at Shop Vac in Tralee were most helpful in assisting Lamont in making connections for London.

Day 16
Tuesday 5 August
London II

The morning was dedicated to a tour of the city which began in the Westminster area, a locale dominated by the Grosvenor family. Parks, streets, buildings and squares are named for them. We drove past Hyde Park to see the Wellington statue, and past Marbles Arch, the location of Speakers Corner. John's morning tour lecture was very animated and he seemed very much at ease in his hometown. Across the street from Eisenhower's wartime headquarters is his statue as well as that of Franklin D. Roosevelt, both near the American Embassy. We passed the newly redecorated Ritz and entered Piccadilly Circus, with the Statue of Eros. In Trafalgar Square, we saw the Nelson Memorial, with its four huge lions. The North National Gallery was nearby.

Inside the actual City of London lies the heart of the financial district. We saw Dr. Johnson's house in Red Lion Square off of Fleet Street, Old Bailey and the stately St. Paul's Cathedral, the world's second largest church, with its huge dome. Throughout the drive, John pointed out World War II bomb damage still unrepaired. The Roman Temple of Methas was uncovered in 1954 while clearing the bomb rubble. Near the Temple is Mansion House, home of the Lord Mayor of London.

We crossed London Bridge and saw the historic heavy cruiser, HMS Belfast, moored in the Thames, against the backdrop of the picturesque Tower Bridge. We were now in the area of London familiar to Dickens--Suffolk.

We crossed the Tower Bridge and stopped at the Tower of London for photos. Across the street was a large remnant of the city's Roman Wall. We drove along the Thames and saw Cleopatra's Needle and Whitehall Palace. We again crossed the Thames to photograph both houses of Parliament and Big Ben. Security allowed only a glance down Downing Street to see Number 10, the Prime Minister's residence.

Crossing for the final time, we went to Westminster Cathedral. Buried within are monarchs such as Elizabeth I, Mary, Queen of Scots, Henry VII and Henry V, just to name only a few. The famous scientists interred there include Darwin and Newton, while in Poet's Corner lie the Brontes, Chaucer, Dickens, Kipling and Thomas Hardy.

Coronations in Westminster Abbey employ the Coronation Chair and Stone of Scone, both of which were displayed. In the choir we saw the seats and regalia of the Order of the Garter. The entrance to the huge Gothic building, highest in Britian, was the tomb of the unknown soldier of World War I, venerated by visitors.

Following the visit, the bus driver braved the ominous London traffic to drop us at Buckingham Palace in time to see the changing of the guard.

The free afternoon gave the group time to visit such London highlights as The Tower of London with its armour and crown jewels, British Museum for such displays as the Rosetta Stone and Parthenon Marbles, the National Portrait Gallery, and National Gallery.

We held our farewell dinner one night early by concensus. The group dined on English beef at the Grosvenor Hotel's Clarence Room and then took taxis to the West End Theatre District to the St. Martin to see Agatha Christie's The Mousetrap, which is in its thirty-fourth year of performance. The rather stuffy theatre made viewing the play uncomfortable, but the opportunity to see history's longest running play was well worth it.

Day 17
Wednesday 6 August
London III

Wednesday was the only completely unstructured day of the entire trip and most of the group had chosen London as a site for implementing staff development plans. Several groups visited Polytechnics, business, etc. The full day without planned activities afforded the opportunity to venture further afield than a taxi or bus ride. Kew Gardens and other sites across the Thames were within reach using London's modern tube system.

Afternoon and evening free time found the group split, again visiting the theatre (Cats), Luciano Pavarotti at Wembley and the Philharmonic. Others took advantage of the last night to quietly walk through London's scenic streets.

Day 18,
August 7, 1986
Departure

Last minute packing was interrupted only by hurried breakfasts as the group prepared to load luggage for the final time. The suitcases were a bit heavier than was the case three weeks before, as each of the team had a number of treasures that would serve as remembrances of the trip. The coach was late in arriving and a London bobby refused to allow it to park in front of the hotel. We were therefore required to carry our luggage across the busy Buckingham Palace Road, the scene of an accident on the previous day. Most of us had yet to become accustomed to the frantic pace of British drivers, especially in London. The bobby's reluctance caused John to remark that the man was "of questionable parentage" the ultimate curse in his vocabulary. It was about as close as we had seen him come to losing his proper English composure.

On the drive out of London, John pointed out a few of the landmarks omitted from the previous day's tours and asked the group a number of questions regarding their activities of the previous day. He took one final opportunity to chide the group about their shopping habits.

As the bus neared Heathrow, Dr. Breuder awarded to John a final Dugout pin, which John preferred not to afix to his suit jacket, along with a gratuity which had been collected from the group. The group's respect and appreciation for John Flatman had grown steadily as the tour progressed. His dry wit, though removed and sometimes distant, was engaging and he was always prepared to answer questions. He was a fountain of knowledge and as the trip progressed, he commanded our attention as he discussed history, architecture, literature, natural history and art as well as the social and anthropological aspects of the places we visited. He was professional, well organized and could be demanding when the benefit of the group was involved. While we mimicked in jest his hectic "As we turn left, look right" pace, John had provided us with a full look at the British Isles and vastly enriched our experience.

Bill Martin presented a card to Dr. Breuder in appreciation for his leadership throughout the British Isles Field Experience. As a token of thanks, the group had decided to underwrite the total purchase price of the Waterford crystal "Kennedy Bowl" which Dr. Breuder had discovered in Dublin. The bowl will be donated, in his name, to the College and will be the first international field experience exhibit in the new Professional Development Center.

We arrived in a busy Heathrow and once again John facilitated our processing and escorted us to the departure gate. We said our good-byes, we to return to America and John off to a round of golf before his next tour in three days.

The airport was very crowded and the group took the final opportunity to divest themselves of the last English coins with duty free purchases. Jim Temple participated in an advertising survey, some enjoyed a final pint of bitters while others quietly read. The plane was delayed about one hour because of "security checks" the exact nature of which was never fully explained to the group, but certainly was the subject of much speculation.

Further delays on the runways caused by traffic postponed lift off until 3:00 p.m. The TWA 747, far more spacious and comfortable than the flight over, passed above Windsor Castle which we had explored just days before.

The return flight was uneventful, some of the team slept, read or watched the movie. A few cast caution to the wind and enjoyed their duty free purchases while still in the air. The plane landed and we cleared customs by 7:30 following yet another half-hour delay on the ground at Kennedy. We were met in the arrivals area by Nancy Schick and Ann Crissman who guided us to the waiting Susquehanna Trailways bus for the trip home.

While everyone talked at first, by the time night fell and we had cleared the metropolitan area, most were asleep. We stopped at a Burger King in Stroudsburg for what was a very late night snack. Most of the group slept the remaining few hours until we arrived on campus about midnight to be greeted by family and friends.

CHAPTER 4

PARTICIPANT FOLLOW-UP

Following their return, the participants had only a single week prior to the start of fall term. When classes began, each team member was asked to update the action plan formulated in the spring. The group was asked to reconsider the action plan and compare it with the events which took place on the trip. They were then requested to prepare a list of activities which represented the things associated with the action plan as well as those unanticipated events of a professional development nature which took place while in the British Isles. The responses from each participant are presented in this chapter.

In examining these responses, several caveats are appropriate and the first relates to the inclusiveness of the material. It would be almost impossible for an individual to accurately recount the full measure of impact that the time abroad had in a personal and professional sense. The daily lectures, exploration during unstructured time and the parade of site visits literally bombarded the senses. The number and variety of the experiences affected each member of the group in a different fashion. Thus a morning lecture by the guide on the Stuart dynasty may be entertaining and informative for some members while professionally enriching for others. Likewise the performance of _Romeo and Juliet_ was a different experience for the team members based upon subject area expertise. Rather than grapple with the task of assessing the developmental aspects of every activity that occurred on the trip, the team members reported only those which were clearly professional in nature whether planned or serendipitous.

A second cautionary note to these summary reports is the time frame of the responses. The long-term impact cannot be accurately assessed and included in a publication that follows the conclusion of the trip by only a few months. Thus the enclosed material measures completed events, short-term activities and the intent to affect matters over the long term.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Robert L. Breuder

College Position: President

Throughout the preparation for an implementation of the British Isles Field Experience, I assumed the responsibility for all developmental activities and provided leadership for the participants, both during and after the actual trip. I visited several educational institutions in the British Isles and had the opportunity to meet with individuals and compare the various educational delivery systems which we encountered. As a follow-up activity, an International Education Committee has been reconstructed to oversee future College initiatives in this important area.

Throughout the subsequent months it will be necessary for me to provide a kind of institutional climate which fosters achievement of the College's Long Range Planning Objective 2.01, "to develop, implement, evaluate, and revise as needed, strategies for internationalizing the curriculum." This involves future staff development activities, professorial and student exchanges, curriculum revisions, employment of international consultants, and instituting new credit and non-credit offers that address international components of the College's mission.

Finally, as president, I have the obligation to continue to update the Board of Trustees concerning activities which involve international education and to respond to the needs of our service area in positioning the College to assist business and industry and community agencies in international affairs.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Lamont E. Butters

College Position: Professor, Civil Engineering Technology

As a result of being hospitalized for ten days during the trip, I was able to accomplish only a small portion of my proposed action plans. The items accomplished which relate to my teaching specialty area as follows:

1. I visited the Geological Museum in London, England, on Monday, August 4. In addition to viewing the exhibits relating to geological theories and processes, I was able to purchase maps showing the bedrock geology of the British Isles.

2. I visited the Thames Barrier in Charlton, England (about twenty miles east of London), on Wednesday, August 6. The Thames Barrier is a series of flood protection gates which can be mobilized mechanically in a half-hour period to control the water level on the Thames River west of the barrier. It was constructed in the early 1970s to control surge tides on the river and is considered by some to be the eighth wonder of the world.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Donald B. Bergerstock

College Position: Director, Business and Computer Technologies

Participant: Patricia J. Shoff

College Position: Associate Professor, Business Administration

Participant: Doreen W. Shope

College Position: Assistant Professor, Business Administration

We have reviewed our Action Plans and the following are some of the activities in which we participated which helped us achieve our objectives.

1. Checked library resources for names of schools in the British Isles that offer programs similar to ours.
2. Corresponded with nine schools in the British Isles, requesting catalogs, brochures, and course syllabi; received a variety of school/program information from six of the nine schools.
3. Received information from a college in New York concerning the College Consortium for International Studies.
4. Visited the City of London Polytechnic at Moorgate. This particular school houses the business programs. Toured the building; compared equipment and facilities; met with half-time faculty/full-time administrator, who shared information about the British educational system in general and their system in particular; met with an administrative assistant, who had completed a secretarial certificate program in Dublin, and compared that school's required skills with ours.
5. Met with an officer at Manpower Services Commission of Scotland in Edinburgh. A chat with a male receptionist gave us some insight into the employment situation. A lengthy discussion with the officer gave us specific information on job opportunities; economic development; salaries; skills; housing; and the family. Business practices in Scotland are about ten years behind those of the United States.
6. Checked employment offices for availability of secretarial/word processing jobs as well as skills required and salaries paid.
7. Observed office equipment and business practices used in banks, stores, hotels, and restaurants.

8. Checked marketing tools used to promote products and noted the differences in merchandising techniques used by businesses catering to the tourist and those designed primarily for the native.

9. Observed employee attitudes toward his/her job, the customer, and/or the visitor; tried to adjust to the slower paced atmosphere of the business world in general, which can be frustraing to us Americans; noted the lack of modern technology in many businesses; observed an incongruity in business atire.

10. Received first-hand experience in dealing with the monetary system.

11. Compiled a list of terms commonly used in the British Isles.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Frederick T. Gilmour

College Position: Executive Director
The Williamsport Area Community College Foundation, Inc./
Director of Media Services

1. Description of experiences relative to subject specialty:

During the fourteen months prior to the actual trip, I was involved in organizing and implementing the funding package that was used to underwrite the experiences. As executive director of the College's Foundation, it became my responsibility to identify at least ten companies to make a one-time contribution of $2,500 each. A previous commitment on the part of the Foundation had earmarked $25,000 for International Education. A total of seven local corporations and the Ben Franklin Parternship contributed $21,375. To further enhance the funding package, each participant was asked to contribute personally to the International Education Fund, this resulted in an additional $3,800. Prudent investment netted over $1,200 in earned interest. The impact on the Foundation pool was held to $10,000. The total funding package, which included monies from miscellaneous sources, totaled $42,500.

As director of instructional media services, I was able to lend my artistic expertise and photographic experience to others on the tour. Over forty-five rolls of film were exposed during the trip. The documentation covered every significant historic, architectural, and cultural site possible. Care was taken to record sites of significance, editing out the more mundance "tourist photos". "Record shots" were kept to a minimum. All shots were taken with the best composition in mind. Several faculty had cameras as well, and took shots important to their curriculums. Backup shots were taken for these people. Several guidebooks and informational pamphlets were collected for reproduction in the Media Center. These sides will be used to supplement areas where photgraphy was prohibited or impossible under normal conditions.

2. Specific experiences enriching professional knowledge.

As indicated, the support role I played in the actual experience was broad and varied. Photo documentation of the trip from start to finish was a primary objective. Beyond this responsibility, my professional background was broadened in the areas of the arts, both visual and performing, architecture, socioeconomics and human relations. Having earned a degree in Art Education and teach advertising art part-time at the College, I have a natural interest in anything related to art.

The interest was heightened by having the opportunity to observe first hadn the original workds of the masters housed in the Dublin Museum, The National Scottish Museum and the London Museum. Only the Lourve has a better collection than these three.

The photographic challenge was enormous when one considers the variety of weather conditions, physical surroundings and lighting extremes encountered on this trip. As every minute one of these variable was undergoing a drastic change. Keeping on top of these changes and compensating for them was a full-time task.

3. Describe the impact of these experiences on your position both internal and in the College community.

At this time there are definite plans for implementing any of the photographic results into specific programs. There will be need for interaction with the Horticulture Department, the Food and Hospitality Department and the Architecture Department. Each of these areas have very specific needs which will be addressed in the near future. Marketing of the project in general will be a future concern. A slide-tape presentation will be organized and shown to local service clubs and civic groups. Most likely a similar program will be created to use as a marketing tool for further funding of the overall International Educationa Program at the College. Presently, there are plans to create a side-tape show for the local sponsors, trustees, Foundation Board members and participants.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: William A. Holmes

College Position: Instructor, Machine Tool Technology

The following is a report on my action plan listed in the same sequence as the plan:

1. I was unable to visit a school in Dublin because they were on summer vacation and it was a weekend when we were there. I was, however, able to get an interview at our hotel with the principal of The College of Technology on Bolton Street, Dublin.

   I was not able to visit the City of University Department of Mechanical Engineering in London which I had made arrangements for us to visit. After we arrived in London, I tried to contact the person with whom I had corresponded several times. After putting me off a number of times, he grudgingly consented to see us for half an hour at 3:30 p.m., but reminded me that he had a meeting at 4:00. I did not think we could accomplish much in a half hour, so we didn't go. I did talk with the director for almost twenty minutes about their flexible manufacturing systems.

2. I was able to visit with Mr. Michael O'Donnell from The College of Technology at some length. While we were able to discuss our different systems and programs generally, we could not get into many specifics. I was able to determine that we spend more time on the academic subjects, but then our goals were different. They are more engineering oriented. Also, they are just beginning to get into PC CAD.

   In place of a visit to the Imperial College of Science and Technology in London, we went to see the Thames Barrier, which is quite an engineering feat. It is considered by some to be the eighth wonder of the world. We saw a movie made for visitors at the site giving some history and construction facts. It was quite impressive.

   I was able to visit with the liaison officer of the Manpower Services Commission in Edinburgh, Scotland. I was able to discuss job classifications, job skills, wages earned, and how they compare with jobs in the U.S. It was very interesting.

3. In light of some of the above facts, I don't expect any impact on the curriculum in my teaching discipline. I do feel though that we give more people access to our programs than the Irish do at that particular school. Mr. O'Donnell said they had approximately 2,000 applicants for about forty openings. We are not allowed the luxury of selecting students here at The Williamsport Area Community College.

4. I am willing to make any contributions that I can.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Joseph G. Mark

College Position: Associate Professor, Architectural Technology

1. Describe the specific experiences in which you will participate that will enrich your subject specialty expertise.

   A. The architecture seen on this field experience ranges from the ancient prehistoric ruins of Stonehenge to the present day architecture of the Cathedral at Coventry

   B. I have documented some of the more prominent buildings visited, such as Westminster Abbey, York Minster, St. Patrick's Cathedral and Cathedral at Coventry. Also documented were examples of the other styles of architecture seen in the British Isles. These are Norman and Romanesque, Gothic, Tudor, Classical Renaissance, and Georgian.

   C. The Colleges of Architecture throughout the British Isles are on holiday during the summer. However,I did see two architectural exhibits that represented the architectural work of the students of the Bolton Street College of Technology, Dublin and Edinburgh University, Edinburgh.

2. Describe the specific experiences in which you will participate that will enrich your professional (educational) knowledge.

   A. Having seen and documented some of the architecture of the British Isles, I feel I have gained knowledge about their architecture as a result of this field experience.

   B. The various styles of architecture seen throughout the trip are now better understood as to those factors which had governance over the forms of the buildings that were being built during the course of history of the British Isles.

   C. I met with two individuals during my visit. These were both in Dublin. Meetings in Edinburgh and London were unavailable.

      (1) Kevin White, Vice Principal
      Architectural, Surveys, Urban Planning Division
      Bolton Street College of Technology, Dublin

Our discussion centered on their programs, design studio methodology, CAD application, and the general state of architecture in Ireland. Also mentioned their relationship with Trinity College.

(2) Michael O'Donnell, Principal
Bolton Street College of Technology, Dublin

Our discussion centered on education as a whole, as to how their college compares to ours. It was evident that they are like our major universities and do not favor two-year programs. It was discovered during our conversation that there are only two architectural schools in Ireland.

3. Describe the impact of these experiences on your curriculum (faculty) and or position (APT). Document the changes that will occur as a result of the field experience.

   A. I have taken slides of the architecture of the British Isles and these will be used within our courses where appropriate.

4. Describe the contributions that you will be prepared to make to the following agencies.

   A. Department Within the College

      (1) As mentioned in action plan.

   B. College International Education Committee

      (1) This trip was highly successful for me as I do have a better grasp of the British Isles architecture now.

   C. Sponsor

      (1) To relate my experiences and knowledge gained, and the continued need for their support so that others may gain the same type of experience.

   D. General Community

      (1) To show the slides of the architecture and relate my personal experiences on the British Isle Field Experience.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: William J. Martin

College Position: Dean of Student Services

A variety of activities, planned and unplanned, were part of the British Isles Field Experience and formed a basis for activities which have occurred as a follow-up to the actual trip.

1. During the thirteen month period which preceeded the actual tour, I was involved in the planning and project development phases of the British Isles Field Experience. The activities associated with this planning and development extended my job reponsibilities and represented growth opportunities in a professional sense that certainly enriched my job performance.

2. Throughout the planning phase, during the actual tour itself, and during the weeks that followed the British Isles Field Experience, I prepared the journal which documented the entire project from development through institutional follow-up.

3. During the tour I visited several educational institutions, most notably was South Bank Polytech in London. During these visits I was able to meet with individuals in the administrative services areas of British institutions of higher education. I also spent a great deal of time comparing notes with student services and counseling personnel. I had the opportunity to meet and interact with persons from communications and development areas and examine a number of their materials, many of which I have brought home for purposes of comparison and sharing. At South Bank Polytec in London I visited the Techno Park, an industry/polytechnic joint undertaking which operates much as a small business incubator does in the United States.

4. As a former biology major, it is always professionally enriching for me to observe flora and fauna in ecosystems other than those located near my home. The British Isles, because of its unique geological situation, presented a number of such opportunities for me.

5. As a student of organizations, I approached institutional interaction in the British Isles from an observer's standpoint, noting the way in which the institutions approached clients, the way in which services were delivered, marketing techniques, and relationships between superiors and subordinates.

6. As a follow-up activity, the British Isles Field Experience will be the subject of paper presentations and publications in which I will serve as either primary or coauthor. Details of these projects have yet to be finalized.

7. As part of the original action plan, I will serve as a community resource person to interested groups of individuals throughout the College's service area relative to the British Isles Field Experience. I anticipate that this will entail several presentations at local social and service club meetings.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant:	Ann R. Miglio
College Position:	Assistant Professor, Food Service and Hospitality

Experiences Which Increased Subject Matter Expertise

Restaurant Tours:

The Grainery, Limerick
Celtic Mewes, Dublin
Duncan's Land, Edinburgh
Hole-in-the-Wall, Bath

Studied and collected menus, recipes, visited kitchens observing classical stations which we are adopting for our Classical Cuisine Course (new this Fall)
Discussed training methods with chefs and dining room staff. Sketched and photographed presentations.

Books/Periodicals:

Periodicals, especialy Ala Carte and Taste with beautiful presentations, so good I am attempting to arrange for their delivery in Pennsylvania

Books featuring cooking of Ireland (Ballymaloe Cookbook (Could not arrange to visit Ballymaloe School but am happy to have their cookbook which we are using for our British Isles dinner.
Books from Scotland, Ireland, Wales, England featuring cookery typical of each country for use in our department.

Harrods Department Store:

Study, sketch and photographs of an unbelievable selection of produce, herbs, cheeses, meats, poultry and fish beyond belief. Study of various types of seafood in real life which I had, otherwise, seen only in pictures.
Collection of wine journals and special handouts on wines.

Meat Markets, Open Produce Stalls, Equipment:

Observation, study, comparisons of food products and equipment. Study and comparisons of refrigeration, storage and sanitation techniques.

Cordon Bleu, London:

Tour and in-depth discussion with Principal and staff concerning programs, placements, selection of staff. Comparison of facilities, costs.

Impact on the Curriculum:

Excellent texts and references enrich culinary classes

Adoption of recipes and serving techniques.

Pattern for menu format--Classical Cuisine

Classical stations for work in classical kitchens

Positive reinforcement for self and staff of the good work being accomplished at W.A.C.C.

High tea being adopted for Catering classes and Le Jeune

Impact on the College and Community:

A new feeling of friendship toward members of faculty and staff and a greater respect for the expertise and dedication of our College family.

In Catering, Classical Cuisine, and in Introductory Foods laboratories, use of recipes and methods of presentation studied in the British Isles.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Veronica M. Muzic

College Position: Professor, English

1. Subject Specialty Expertise

A. The objective to collect publications from national feminist publishing houses and to supplement my library of materials written by women was completed. Approximately twenty-five books have provided a cross-section of books written by and about Irish, Scot, and English women. Since I loan my books to students, those additions will enable me to share materials which underscore cultural differences.

As I wandered through major bookstores in Dublin, Edinburgh, and London, I was also able to talk with bookstore staff and to gain insight about major authors and the book market. In London, I lingered in the Women's Bookstore (Sisterhood) and secured a place on their mailing list; I will continue to add to my library.

The materials will figure prominently in ENL 252 (Women in Literature); when I offer the course Fall, 1987, it will be expanded from its focus on American writers to a focus on English-speaking writers. The books I have purchased and those I will purchase will be added to the bibliography that accompanies my syllabus.

b. Travel through the Irish countryside, the tour of the Lake District, travel through the moors and highlands, the visit to Stratford--among other areas--provided a sense of place to enliven the reading and teaching of literature. More specifically, the visits to Wordsworth's Dove Cottage, Shakespeare's birthplace, Lady Spears' Museum, tracing Joyce's Dublin sites allow a deep understanding of the authors I have studies and taught. Finally, the opportunity to be in and see the places which have figured prominently in British literature have enriched my ability to interpret the literature.

2. Professional knowledge enrichment

a. All of the above have been accomplished, also, this objective.

b. The research on journal writing did proceed as planned. The books detailed on the Action Plan were supplemented by others including Fromm's Symbol, Myths, and Dreams as well as a review of Freud's dream theory. That research is ongoing as I prepare to reinstall a journal writing component in the Composition I course. As part of that preparation, I have continued, in earnest, my own journal writing begun as part of my research. That return to my own writing lead me to submit one piece for publication.

3. Impact on curriculum

   a. I did collect examples of foreign advertising, purchasing some dozen British and continental magazines. I have made use of those periodicals in my Composition II course this semester. The cultural differences are strong; in fact, the role of advertising in print materials differs significantly from its role in American publications.

   b. I extended my search to the interests of my colleagues, bringing home magazines that suit their interests. Since many of the publications accept foreign subscriptions, that objective will continue to bear results.

4. External contributions

   I expect to work on International Education at the College as requested/invited. Inservice programs and presentations to community groups will also occur as opportunities arise. Work with colleagues has begun in an informal manner; journal writing, for example, has been a point of discussion with faculty who use or who have used this component in their composition classes.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Davie Jane Nestarick

College Position: Director of Health Sciences/
Coordinator of Dental Hygiene

The following activities are the result of my staff development plan for the British Isles Field Experience:

1. Visiting two hospitals in Ireland and England gave me an "up close and personal" experience with medical care in the British Isles. The hospital in Tralee was ultra-modern with very state-of-the-art equipment. The nurses' stations were computerized and the wards seemed adequately staffed. The care I observed was very good. In both hospitals, I had the opportunity to speak with student nurses, registered nurses and staff doctors. The most striking difference drawn to my immediate attention was the fact that in leiu of white uniforms, all personnel wore variations of dark color uniforms. No explanation was given for this practice. In Bath, the personnel apologized for taking a long time to treat us (emergency room patients), I explained that one hour was reasonable for the wait in our country also. The treatment in Bath was comprehensive, although the facility was not modern. The staff were cordial and helpful. The radiographic facilities were modern and well protected. The most surprising fact of our venture in Bath was that upon conclusion of our visit, examination, testing and review of the results, we were sent on our way with no charge for services rendered. The receptionist told us that there was no charge for emergency care for tourists. We thanked the staff for their help and understanding of our situation and returned to the hotel.

2. While in Wexford, Ireland, we engaged in pub conversation with three local medical students. They were informative and willing to share with us the particular details of their training, their opinions of the hospital in Tralee, and future plans in medicine. Of particular interest was the fact that two of these students were female (the physician we talked to in Tralee was also female). I was impressed with the maturity of the students and the long range approach they took in planning their medical careers. This informal, unplanned opportunity revealed more than any of the planned activities. One surprising fact was that to specialize the students had to seek additional training and then wait for the "need" for that specialty area to surface. For example, they would have to have a doctor retire, relocate, or cease practicing, to open a specialty office. I am not certain that we understood this explanation completely, but I believe we have the correct impression. Socialized medicine does dictate the number, location and type of practitioners.

3. While in Dublin, I visited a "Chemist" shop. This version of our pharmacy was filled with local nuances. Over-the-counter medications varied from the traditional in our country. "Headache powders", "balms" and ointments were prevalent. Prescription drugs were also available. The small spaces of this shop did not detract from the comprehensiveness of the items available, or the frinedliness of the clerks.

4. An unscheduled visit in Aviemore, Scotland, for medication needed by one of the participants posed the opportunity for me to again observe close at hand the "Chemist" shop and to talk with the "Chemist" about a reasonable choice for the medication we needed. I was surprised when she gave us a tincture solution with morphine added. This was an over-the-counter medicine and was successful in treating the immediate need of the ill person.

5. A more pleasant side of my experience was investigating the resources available in the areas of Culinary Arts and Food Service Management. Under the guidance and direction of Ann Miglio, we discovered an excellent restaurant in Dublin for all of the group to dine. Pictures, drawings and menus allowed us to return with ideas on preparation, services, and recipes. The owners were friendly and welcomed the opportunity to share ideas and thoughts with Ann and the group members.

6. As we traveled from city to city we often stopped in little towns for rest or lunch. These out-of-the-way places afforded us the opportunity to sample very "local" dishes, and to purchase magazines with traditional recipes, serving suggestions and culinary suggestions.

7. While in London, Ann Miglio, Fred Gilmour and I visited the Cordon Bleu Cooking School While touring the facility and visiting with the administration in charge, we took pictures, reviewed the courses offered and discussed the opportunities for our students should they wish to attend classes during the summer months and complete their practicum experience.

8. The entire experience in the British Isles contributed to a deep understanding of the College community and the people present on the trip. As we toured I benefited from the discussions concerning everyone's specialty area. From horticulture to architecture, literature to drafting and machining. My perspective to those areas broadened and I felt enriched to share in their learning experiences.

The trip will be remembered as a one of a number of focal points in my career. From the day-to-day interactions with the participants, historical value and lessons, cultural enrichment and direct benefit to the areas I supervise. Future experiences would greatly benefit others at the institution.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Paul J. Petcavage

College Position: Coordinator of Grants Management
and Development

The primary benefit of this trip for me was to provide a better personal base of actual experience in international travel from which I can assist other College faculty and staff in the development and furthering of international perspectives at The Williamsport Area Community College. In this regard, it is difficult to pinpoint specific professional activities in which I participated during the trip that related to my administrative assignment, but rather, it was the overall experience of the trip which has strengthened my ability to spearhead such future international education activities. The process of interacting with the other twenty members in the day-to-day activities of this seventeen-day trip has also provided me with a better ability to relate to these individuals and hopefully obtain any necessary funding for them as they pursue their particular instructional avenues in regard to international activities.

Although an attempt was made to contact particular institutions' development officers in Edinburgh and London, I was unsuccessful in this regard as many of the schools were closed during the summer season. Along with the other individuals from the trip, I did visit Trinity College as well as toured Oxford University.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Chris Radke

College Position: Professor, Drafting

The following is a report on my action plan listed in the same sequence as the plan:

1. A. Was unable to visit a school in Dublin because they were on summer vacation, and it was a weekend when we were there. I was, however, able to get an interview at our hotel with the principal of The College of Technology on Bolton Street, Dublin.

   B. Was not able to visit the City University Department of Mechanical Engineering in London. Bill Holmes had made arrangements for this visit for us. After we arrived in London, Bill tried to contact the person with whom he had corresponded several times. After putting us off a number of times, he grudgingly consented to see us for half an hour at 3:30, but reminded Bill that he had a meeting at 4:00. We didn't feel very welcome after that conversation and decided we wouldn't be able to accomplish much in that brief amount of time anyway. We didn't go.

2. I was able to visit Mr. Michael O'Donnell from The College of Technology at some length. While we were able to discuss our different systems and programs generally, we could not get into many specifics. I was able to determine that we spend more time on drafting skills in our programs while they spend more time on the academic subjects, but then our goals are different. They are more engineering oriented. Also, they are just beginning to get into PC CAD.

   In place of a visit to the Imperial College of Science and Technology, we went to see the Thames Barrier, which is quite an engineering feat. It is considered by some (probably Englishmen) to be the eighth wonder of the world. We saw a movie made for visitors at the site which gave some history and construction facts. It was quite impressive.

3. In light of some of the above facts, I don't expect any impact on the curriculum in my teaching discipline. I do feel though that we give more people access to our programs than the Irish do at their particular school. Mr. O'Donnell said they had approximately 2,000 applicants for about forty openings.

4. Still holds.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Sandra L. Rosenberger

College Position: Coordinator for Center for Business and Industrial Advancement

SUMMARY

The year 1986 was declared "Industry Year" in Great Britian by the government. A number of successful pilot programs were developed which feature cooperative efforts between business, industrial and community partners. The timing of our trip afforded me an opportunity to collect information about these efforts. I found it very interesting that the British Isles, while facing different economic problems compared to the United States, has chosen to attack them with outreach efforts similar to those instituted in Pennsylvania.

In many cities, exhibits were placed in the windows of businesses or corporate offices explaining participation in "Industry Year" activities. From my observations and reading I have been able to ascertain that although the impact of the pilot programs may have been small initially, the positive image created by the campaign has produced a significant amount of goodwill in the business and education communities, especially toward their views of each other.

Industry Year also brought attention to those good programs which have been operating for several years, such as Shannon Development. Insituted in 1978, this state run program provides assistance to small business through money and support, as well as industrial development around Shannon Airport. Pennsylvania's similar programs, the Small Business Action Center and the Ben Franklin Partnership, were not instituted until 1982.

I also had an opportunity to achieve the personal professional goals of visiting the Parliament buildings and the London School of Economics.

SPECIFIC ACTIVITIES

(1) Visit to the Shannon Development organization - Limerick, Ireland

Shannon Development has a comprehensive package of aids and supports designed to promote and foster existing or start-up firms in Ireland. A network of six local offices acts as a Small Business Information Center or a One-Stop-Shop for information on all state services to small firms. By their definition, small industry employs fifty people or less. The four elements of the program are:

(a) buildings - factory space in Enterprise Centers or Workspace Centers,

(b) tax relief - corporate profit tax of 10 percent until the year 2000,

(c) support services,

(d) cash grants for site development, construction or modification of buildings, new equipment, worker training, feasibility studies, product and process development, technology transfer, and community enterprise.

(2) "Community Programme"

This national project in Great Britian provides temporary jobs for 330,000 long term employed people per year. They have a budget of one billion pounds per year to support jobs that will provide a benefit to local communities. A magazine showcasing all the participating people and communities is published monthly. Projects include: restoration of historic landmarks, workers at the National Garden Festival site, training to keep traditional crafts skills, and management of wildlife parks.

(3) Collection of articles from daily newspapers on topics relating to job training, economic development, and community colleges. Some samples are provided below.

A letter to the Editor

"In many areas of the country where there are community colleges, there are elected representatives of the community associations working along side parents to the benefit of all users of the College. The Education Bill that is currently before Parliament will change all this... It seems strange that a Government that speaks warmly of encouraging decisions to be taken at local community levels should deny all users, except parents, the automatic right to a place on the governing body of a community college."

Sponsorship problems, English style?

Schools Fit for Technology Age, Cabinet Office is Told

"An Infomration Technology Panel issued a report entitled 'Learning to Live with Information Technology'. The report found that the present educational system cannot cope with a society where increasingly more information needs to be imparted to students of all ages. High levels of numeracy and technical skill are required to do even the most modest of jobs... Detailed research needs to be conducted on current educational practices and how they could be improved using technology... The report warns of schools only serving as a warehouse for computer terminals..."

Scheme to Bring More Jobs to Inner Cities

"A Department of Employment Minister announced 'Headstart', an enterprise training scheme to provide more than 3000 inner city youngsters with the advise and business training they will need to start their own businesses. Targeted at 18-25 year olds, private sector sponsors will offer projects of benefit to the person and local community. The program is sponsored by the Industrial Society and local Chambers of Commerce."

A good Time to Shatter Illusions

This story featured coverage of two initiatives which were part of the Industry Year promotion--Challenge of Industry conferences and Workshadowing. The two goals of the conferences are "to present industry's need for able young people who can tackle the problems in industry and therefore contribute to the nation's wealth, and to build a closer relationship between schools and industry." Workshadowing started with sixth form girls spending a week observing senior women executives. Its aim was to give an insight into commerce and industry, and to give them a clearer understanding of management--shattering any illusions. From the initial summer pilot program, 1000 executives have agreed to take part as their contribution to Industry Year.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: James E. Temple

College Position: Instructor, Electrical Construction Technology

My educational goal was to make a comparison between our community college system and the technical college system that is used throughout the British Isles. I wanted to talk to teachers to get a true feeling of how they felt about their system, and if they had any experience with our system, how they felt about it. It was my good fortune to meet such an individual in the City of Dublin. He had spent more than a year in our country and had been an educator for about 32 years. We talked for some time concerning the merits of both systems. The opinion was formed that we both had many benefits to offer the students even though our systems varied greatly. It was a meeting that I was glad to have been a part of. I would label this as an excellent meeting. I was disappointed that I could not see any facilities due to one school being closed for the summer and another one we arrived at on the weekend.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: John F. Thompson

College Position: Associate Dean of Academic Affairs

During the British Isles Field Experience and as a follow-up to this activity, the following objectives have been accomplished.

I have worked with support faculty to assist them in revising course syllabi in order to include international components appropriate to their discipline. During the field experience I visited other institutions of higher education throughout the British Isles to learn more about academic delivery systems in order to revise and update those programs currently in place at the College. I plan to use the experience from both the educational and historical sites visited to support dissemination of the College's international mission and to support the development of future activities in the international education area. Specifically, I plan to employ the experience gained in the British Isles Field Experience to provide assistance to businesses and industries in the College's service area in the arena of international affairs.

Finally, I will assist the International Education Committee in structuring sister college relationships and oversee the implementation of staff development plans and follow-up activities in the area of educational programs.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant: Thomas J. E. Walker

College Position: Associate Professor, History and Political Science

1. Two of my objectives for participating in this Field Experience were to observe governmental procedure and to interact with British Isles colleagues vis a vis international political and educational concerns. These objectives were realized in the following manner.

   a) Observance of the NHC health facility at Glasgow, Scotland, provided me with insight into the quality of national health care in that city. Situations observed included socio-economic factors affecting health care and futuristic health care modules. The results will be applied to class discussion and lectures in my courses in Political Science and Sociology.

   b) Meeting with British Isles colleagues such as Harold Silver and William Scott at Oxford, England, and Glasgow, Scotland, respectively added academic rediments previously not included in proposed International Studies curriculum within the Integrated Studies Division. Discussions included overseas student exchange, overseas coursework, and the implementation of procedures designed to alert support mechanisms within the community of the importance of international education.

2. The expansion of my knowledge of social history facilitated as a result of my meeting with Professor James Hevia at Oxford University. His effort on my behalf at the University's main library helped me considerably with my own research on British socialism, the results of which will be published in a monograph by Greenwood Press next year.

3. Next, a word about my close association with Professor John Johnston of Lock Haven University of Pennsylvania during my trip is essential. The positive results this association generated are as follows:

   a) Professor Johnston's valuable assistance in creating future possibilities for overseas coursework was not only qualitative but a deserving compliment to the future of the W.A.C.C./Lock Haven articulation agreement.

   b) His council and introductions provided for possible future Williamsport/British linkages pertinent to international study for students and faculty.

4. In conclusion, I should like to say a word or two about an additional positive result that the Experience should provide for the College's reputation as an institution of higher education, dedicated to providing international awareness for its community. As a result of this trip, faculty awareness vis a vis global education should materialize, a point being stressed at other institutions around the state and the nation. If the College is to be an effective educational instrument for its community, it must challenge international ignorance. The sharing of international concerns and concepts through such a faculty experience should provide future leadership in this direction. More to the point, after an experience such as this, the participants should be able to further legitimize the College's commitment to confront an interdependent world. It is my feeling, that for my part, I am now better able to place myself in just such a position.

BRITISH ISLES FIELD EXPERIENCE

FOLLOW-UP TO PARTICIPANT ACTION PLAN

Participant:	Richard J. Weilminster
College Position:	Associate Professor, Horticulture

A. Observed native and cultivated plants of all types throughout the British Isles.

B. Compared the environment and location of the plants observed with similar species found in the U.S.A.

C. Appraised the landscaping styles found throughout the British Isles.

D. Compared landscaping techniques in the British Isles with those of the U.S.

E. Developed a knowledge of landscaping techniques for small areas which are effective and aesthetic.

F. Visited three garden center/garden shops and compared products, quality and prices.

G. Visited many small parks and gardens; some were located at the following places: York, Stratford, London, Windsor, Chester, and Dublin.

H. Visited the Royal Botanic Garden in Edinburgh, Scotland, the Perennial Garden, and Alpine Garden; they were very extensive and helpful in understanding the design aspects, plant materials and development of these styles of gardens.

I. Visited the Kew Gardens in London, England. Again this garden was very extensive and presented me with a wealth of knowledge of plant materials and gardening techniques.

J. Observed reforestation techniques in all areas of the British Isles and I will show these slides and relate my experiences to the forestry department at W.A.C.C.

K. Observed agricultural practices in all areas and I will share these with faculty members in agriculture at W.A.C.C.

L. Observed very effective use of herbaceous plant materials in all areas and found many new ways of enhancing landscapes.

M. Built a slide collection in the following major areas:

1. plant materials
2. landscapes
3. landscape scenery
4. reforestation practices
5. horticultural procedures and practices
6. landscape construction techniques
7. general architecture of the area and times
8. general interest and scenery
9. road construction and heavy equipment
10. agricultural practices

APPENDIX A

WILLIAMSPORT
AREA
COMMUNITY
COLLEGE

1005 West Third Street • Williamsport, Pennsylvania 17701-5799 • (717) 326-3761

October 4, 1985

Office Of The President

Mr. Robert Shand
Alcan Cable Co.
409 Reighard Avenue
Williamsport, PA 17701

Dear Bob:

You can help me change the way Williamsport views the world.

I am requesting your participation in a project at the College that can change the way our students relate to their global neighbors.

None of us can continue to believe that the only legitimate social or technical innovations come from within the United States. Technology, by its very existence has made our world a global village where events and opportunities in one hemisphere impact us all.

The College has made a quantum leap into the future in recent months by pressing forward with the construction of the Advanced Technology and Health Sciences Center. This building and the programs it will house represent our commitment to the economic development of the entire region. We will be training highly informed, technologically articulate and employable individuals. It is also critically important to increase that student's sensitivity to the international community. Therefore, we are beginning in a modest way, to introduce an international perspective to our curriculum.

I am seeking corporate sponsors for a one time contribution of $2500, which will be matched with an additional $25,000 (currently in hand) from a private source. An immediate use of these funds will be to provide an international travel experience for about 20 College faculty and staff members.

The participants will be given intensive personal, professional and cultural exposures. Upon their return they will infuse this knowledge and experience into their student, collegiate and community contacts.

This project will give us a saleable "track record" which will open opportunities for the College to seek federal and private sector funding to expand our international initiatives into other areas.

You can ensure the success of this exciting program by joining other corporate sponsors at a luncheon on October 29th at noon in our student restaurant, The Le Jeune Chef. Please indicate your participation on the attached pledge card and return it to my office by October 16th.

Sincerely,

Robert L. Breuder
President

Enclosures

APPENDIX B

WILLIAMSPORT
AREA
COMMUNITY
COLLEGE

1005 West Third Street • Williamsport, Pennsylvania 17701-5799 • (717) 326-3761

Office Of The President

THE WILLIAMSPORT AREA COMMUNITY COLLEGE

INTERNATIONAL EDUCATION INITIATIVE

We live in a truly international community with increasing economic and cultural interdependence. Technology has made our world a village where events and opportunities in one area have implications for us all. We face the challenge to better our position in the world community by improving the international understanding in our own community.

In order to expand the curriculum to include a more international perspective, the College wishes to form a local support group from representatives of business and industry. As a local branch of Educational Partners for International Cooperation (EPIC), an internationally-based consortium of colleges which support and participate in international education activities, this group would join with the College in promoting international activities.

The major seminal activity in the College's International Education Initiative will be to provide an international experience for a group of College staff members. The experience is scheduled for summer, 1986 and the British Isles have been selected as the visitation site. The itinerary emphasizes personal and professional development. Soecifically, the following group and individual objectives will be preplanned prior to departure so that return to the College is optimized.

Group Objectives

1. The International Experience Group will consummate a formal relationship with a technical college in the British Isles.

2. The International Experience Group will, upon return to the USA, serve as the focal point for all College activties in the area of internal education.

3. The Group will visit, where possible, the sites of international branch facilities of local sponsor industries or firms of similar types.

4. The International Experience Group will engage in an emersion experience which will develop a familiarity with other cultures and a motivation for generating international educational experiences within the College.

Individual Objectives

1. Each participant will be assigned to visit one foreign industry in an occupational area closely aligned to the area of faculty or administrative expertise.

2. Each participant will be assigned to visit at least one educational site closely related to the participant's professional assignment in order to develop personal contacts with foreign educators.

3. Each participant will make pre-determined contacts with personnel within an institution targeted for formal relationship. These contacts will form the initial framework for possible faculty exchanges and ongoing contacts to share information and establish personal relationships which support the educational process with which that group member is involved. Opportunities for making similar contacts at other institutions will be optimized.

As the objectives above indicate, the project is designed to provide both individual and group activities of a personal, professional and cultural nature. Substantial planning by each participant and team building activities will precede the trip. Follow-up activities are designed to nurture educational and specialty contacts forged during the visit. This group will also serve as a resource pool for all future international education activities.

In addition to infusing an international perspective into the College's curriculum, the initial experience will permit the College to establish a record of accomplishment and expertise which can be used in attracting government and private foundation support for future initiatives. Such projects are in the planning stages at this time.

Sponsors will participate in local and national EPIC activities. The College plans to use its initial and long term international experience to the benefit of the student, the sponsors and the community in general. The commitment on the part of the sponsor is $2,500 and the College seeks to attract a minimum of ten sponsors. To launch the international initiative, $25,000 has already been committed from a private source. No tax monies will be involved in this project. The Williamsport Area Community College Foundation will administer the resulting International Education Fund for the initial experience and subsequent similar projects.

APPENDIX C

WILLIAMSPORT
AREA
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BRITISH ISLES FIELD EXPERIENCE

July 21 to August 7, 1986

DAY 01 MON 21 JULY	Depart this evening from John F. Kennedy International Airport in New York on Aer Lingus flight # 102 leaving at 6:45 p.m. and arriving at Shannon Airport in Ireland at 6:00 a.m. July 22.
DAY 02 TUE 22 JULY	LIMERICK Upon your arrival at Shannon airport you will be met by your Tour Manager and assisted to your awaiting touring coach. Transfer to your hotel in Limerick and spend the balance of the day to relax after your flight.
DAY 03 WED 23 JULY	Limerick / KILLARNEY Leave the historic town of Limerick today, and commence touring via the charming village, Adare before arriving at Killarney. In the afternoon continue touring around the beautiful 'Ring of Kerry'. The tour follows the rugged Atlantic coast of the Iveragh Peninsula. See the charming village of Sneem, the Gap of Dunloe and enjoy a ride in jaunting carts before arriving at your hotel. (D,EB)
DAY 04 THU 24 JULY	Killarney / WEXFORD Leave Killarney behind and tour first to Blarney to visit the Castle. Here you will have the opportunity to kiss the famous Blarney Stone which, legend has it, bestows the gift of eternal eloquence. Continue touring via Cork, Irland's second city, along the south coast through the picturesque ports of Dungarvan and Youghal, to Waterford. After a visit of the famous Crystal factory (time permitting), continue to your hotel in Wexford for dinner and overnight. (D,EB)
DAY 05 FRI 25 JULY	Wexford / DUBLIN After breakfast depart Wexford and enjoy your journey through the 'emerald green' Irish countryside via Glendalough, one of the most famous beauty spots in the Wicklow mountains, to Dublin, Ireland's capital city. The balance of the day is at leisure. (EB)
DAY 06 SAT 26 JULY	DUBLIN Enjoy a sightseeing tour of the Irish capital this morning, some of the highlights of which will be statue-lined O'Connell Street, St Patrick's Cathedral founded in 1190, Merrion Square, and Dublin Castle. You will also visit Dublin University's Trinity College to see the Book of Kells, which is housed in the longest single chamber library in existence. The balance of the day is free for individual activities. (EB)

cont....

DAY 07
SUN 27 JULY

Dublin / CHESTER

Depart Ireland today, taking the ferry from Dun Laoghaire, the port of Dublin to Holyhead on the Isle of Anglesey. Cross the Menai Straits onto Wales and tour via Caernafon before you pass Conwy and Colwyn Bay and across the border into England. Your overnight destination is the medieval walled city of Chester. Enjoy an orientation tour on arrival before check-in at your hotel.
(EB)

DAY 08
MON 28 JULY

Chester / LOCH LOMOND

A lovely drive this morning through the scenic Lake District seeing Windermere and enjoy a short Lake Cruise before you continue to Carlisle. Nearby you will see a section of Hadrian's Wall, before crossing the border into Scotland. Then tour via Lockerbie and Moffat to Glasgow before arriving at Drymen, near Loch Lomond, for overnight.
(EB)

DAY 09
TUE 29 JULY

Loch Lomond / AVIEMORE

View some of the most spectacular scenery of Scotland today, touring first of all to the "Bonnie Banks" of Loch Lomond. See dramatic Glencoe - where the MacDonald Clan was massacred by the Campbells in 1692, and visit Fort William. Fort William is situated on Loch Linnhe and is almost in the shadow of Ben Nevis - the highest mountain in the British Isles. Finally, passing Loch Ness and Inverness you will arrive in Aviemore for overnight.
(EB)

DAY 10
WED 30 JULY

Aviemore / EDINBURGH

After breakfast continue touring along the river Spey to Newtonmore. Proceed your journey through the pass of Drumochter to Blair Atoll and Pitlochry, before arriving in Perth. Time permitting you will visit a Whisky Distillery nearby before continuing to the Scottish capital, Edinburgh.
(EB)

DAY 11
THU 31 JULY

EDINBURGH

Your morning tour of Edinburgh commences with an orientation drive which will acquaint you with the major landmarks. See Princes Street and the Royal Mile, John Knox's House and the Scott Monument - erected in memory of Sir Walter Scott. In addition, you will visit the impressive Castle, which dominates the city, and the Palace of Holyrood House (if open) - the residence of the Queen when in Edinburgh. The afternoon is at leisure.
(EB)

cont...

DAY 12
FRI 01 AUG

Edinburgh / YORK

Leave Scotland today, passing Melrose Abbey en route to England. Then drive through the Northumberland National Park, to arrive in historic York. A walking tour of the city will take you through the narrow street the 'Shambles', and you will visit the York Minster (Cathedral) with its magnificent stained glass windows. Finally check-in at your hotel for overnight.
(EB)

DAY 13
SAT 02 AUG

York / STRATFORD

Tour first to Coventry this morning, a historic and industrial town, where you will visit the famous modern Cathedral, which was built beside the shell of the original destroyed by bombs in the Second World War. Afterwards continue to nearby Stratford, a prosperous old market town, situated on the river Avon. Visit William Shakespeare's birthplace, a half-timbered house in Henley Street, and the pretty thatched cottage, in the nearby village of Shottery, where Anne Hathaway lived prior to their marriage.
Tonight enjoy a performance at the Royal Shakespeare Theater. No transfers provided.
(EB, D)

DAY 14
SUN 03 AUG

Stratford / BATH

This morning drive past Blenheim Palace to the "City of Dreaming Spires" - Oxford. On arrival an orientation tour will acquaint you with the famous landmarks - the Sheldonian Theatre, Carfax with its 14th century tower with clock-jacks, the Bodleiam Library and the beautiful college buildings. Continue via Swindon the city of Bath, famous as a spa with natural hot water springs for nearly 2,000 years.
A sightseeing tour on arrival will include a visit to the unique Roman Baths and the elegant Georgian Pump Room. You will also see the 15th-century Abbey and many beautiful examples of beautiful Georgian architecture in the terraces and crescents of the city.
(EB)

DAY 15
MON 04 AUG

Bath / LONDON

After breakfast depart Bath and travel to Stonehenge, where you will visit the ancient and mysterious monument. Afterwards continue to Salisbury for a visit of the famous Cathedral before proceeding to Windsor. Visit Windsor Castle, the Queen's favourite weekend residence, which has been royal castle since the time of William the Conqueror in the eleventh century. Enjoy a visit to the State Apartments (if open) before arrival in London.
(EB)

cont...

cont....

DAY 16
TUE 05 AUG

LONDON

This morning there will be an introductory tour of the West End of London. Visit Westminster Abbey, where most English kings and queens since 1066 have been crowned and many are also buried. You will also see the Houses of Parliament and Big Ben before continuing along Whitehall, passing Downing Street and the Cenotaph, to reach Trafalgar Square and Nelson's Column. A highlight of the tour is the Changing of the Guard ceremony which takes place outside Buckingham Palace, the London home of the Queen (if held and weather permitting).

In the evening enjoy a theatre performance at London's West End (no transfers included).

(EB)

DAY 17
WED 06 AUG

LONDON

Today enjoy a full day at leisure. Free time for individual activities, additional sightseeing or last minute shopping. In the evening enjoy a farewell dinner at your hotel.

(EB,D)

DAY 18
THU 07 AUG

London / U.S.A.

Time at leisure until your airport transfer where you will board TWA flight # 701 departing from London's Heathrow Airport at 1:30 p.m. and arriving in New York at 4:05 p.m the same day.

MEAL PLAN

D - DINNER AT HOTEL
EB - ENGLISH BREAKFAST

APPENDIX D

WILLIAMSPORT
AREA
COMMUNITY
COLLEGE

1005 West Third Street • Williamsport, Pennsylvania 17701-5799 • (717) 326-3761

June 4, 1986

Mr. Peyton D. McDonald
Vice President and General Manager
E. F. Hutton & Co.
213 West Fourth Street
Williamsport, PA 17701

Dear Mr. McDonald:

Thank you for your generous contribution to The Williamsport Area Community College in support of international education. Two other business faculty and I will be spending seventeen days in the British Isles with the intent of incorporating some international business courses into our curricula at the College.

More specifically, we will be visiting Scotland, Ireland, Wales, and England. While in these countries, I will be visiting both educational institutions and industrial establishments to become more familiar with the educational offerings, work ethics, and the various cultures. It is my intent to observe similarities, as well as differences, in their educational systems and ours. Hopefully, upon returning to The Williamsport Area Community College, I will be able to incorporate a much needed and bona fide program in international business education in our division.

I would welcome any input you or your company might have that would be beneficial to me regarding this educational experience.

Again, Peyton, I sincerely thank you and E. F. Hutton for your generous contribution, which will make this trip possible. Through you and your business associates, an excellent working relationship between the College and the more progressive businesses in our area has been made possible.

Sincerely,

Donald B. Bergerstock

Donald B. Bergerstock, Director
Business and Computer Technologies
Division

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May 16, 1986

Mr. Michael Bolton, Executive Director
The Ben Franklin Partnership
NET Ben Franklin Technology Center
Lehigh University
125 Goodman Drive
Bethlehem, PA 18015-3715

Dear Mr. Bolton:

Last fall the Ben Franklin Partnership became involved in an international education initiative at The Williamsport Area Community College by making a cash contribution. I would like to introduce myself as a member of a team of College personnel who will participate in this venture. As Dean of Student Services and chair of the College's International Education Committee, I have been working quite hard with all of our twenty participants to forge individualized staff development action plans so that each member of the team can optimize the chances for professional growth during the British Isles Field Experience.

My major task while abroad will be to forge sister-college kinds of relationships with identified institutions in the United Kingdom that we hope will accrue benefits to our faculty and student body. We at Williamsport are excited about our International Education program and are most grateful for the role that NET Ben Franklin Technology Center played in its development.

Please consider me to be at your service should questions arise relative to the College's International Education program or the British Isles Field Experience.

Sincerely yours,

William J Martin

William J. Martin, Ph.D.
Dean of Student Services

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June 16, 1986

Mr. James E. Short, President
Jesco Athletic Company
316 Rose Street
Williamsport, PA 17701

Dear Mr. Short:

Recently Jesco Athletic Company became involved in the International Education Initiative at The Williamsport Area Community College by making a cash contribution. I would like to introduce myself as one of the participants in this activity. As Health Science Division Director I will have the opportunity to participate in activities for both the health and foods portions of the division.

While in Dublin, Ireland, I am planning to visit an acute health care facility in addition to visiting a chronic health care facility in London, England. The British Isles has a very different approach to medical care. I am particularly interested in their methodology for caring for the homebound patient.

Throughout the British Isles, I will be collecting information and ideas for utilization by our Food & Hospitality Management and Culinary Arts programs. Native dishes, the country inn approach to boarding and alternative presentation ideas will be explored. In addition, data will be collected to assist myself and the faculty in the further development of our plans in the area of hotel/motel programming.

Your contribution is greatly appreciated for fostering further development of the International Education Initiative. I look forward to the opportunity of sharing more details and ultimately the results regarding our adventure.

Thank you for your contribution and continued interest in The Williamsport Area Community College.

Sincerely,

Davie Jane Nestarick

Davie Jane Nestarick
Coordinator, Dental Hygiene
Division Director, Health Sciences

DJN:ma

"Opportunity With Excellence"
EOE/AA/MF/VH

CBIA
Center for Business and Industrial Advancement
The Williamsport Area Community College,
1005 West Third Street,
Williamsport, PA 17701
(717)327-4775

June 13, 1983

Mr. Norman Fuhr
Alcan Cable Company
401 Reighard Avenue
Williamsport, PA 17701

Dear Mr. Fuhr,

I would like to introduce myself as a member of the administrative staff of The Williamsport Area Community College who will participate in the International Education Initiative made possible in part by a contribution from the Alcan Cable Company.

In my capacity as the Coordinator of the College's Center for Business and Industrial Advancement, I have organized several training programs for employees of your company. During my time in the British Isles, I plan to explore new trends in employee training programs, microcomputer software development, and offerings to adults through non-credit programs.

Please accept my thanks for your continued support of the programs and goals of The Williamsport Area Community College.

Sincerely,

Sandra L. Rosenberger

Sandra L. Rosenberger
Coordinator, Center for
Business and Industrial Advancement

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1005 West Third Street • Williamsport, Pennsylvania 17701-5799 • (717) 326-3761

June 3, 1986

Ms. JoEllen Gleyze
Human Resources Manager
GTE Sylvania, Inc.
2401 Reach Road
Williamsport, PA 17701

Dear Ms. Gleyze:

On July 21 I will be leaving for the British Isles with a group of educators representing The Williamsport Area Community College. It is encouraging to know that you and your company not only recognize the importance of education in enhancing international understanding but also support our Community College by lending your financial assistance to our educational endeavors.

We in the Business and Computer Technologies Division hope to visit both schools and industries while in the British Isles. By studying curriculums in international education and by observing first-hand the problems associated with international business operations, we hope to increase our own expertise so that The Williamsport Area Community College can become actively involved in international business education. Not only will we be able to use the knowledge gained to expand current course offerings, but we hope to develop a new course dealing with international business by the fall of 1987.

If you have any suggestions concerning the development of this course or concerning schools or businesses which might be beneficial for us to visit, we would certainly appreciate your input.

Again, thank you and everyone at GTE Sylvania who were responsible for making the decision to aid us in this endeavor. Your support and generosity are greatly appreciated.

Sincerely yours,

(Mrs.) Doreen W. Shope
Assistant Professor

APPENDIX E

Pages 129 - 131 contained photocopies of copyrighted newspaper articles, and have therefore been removed. The articles were as follows:

"Specific WACC trip benefits targeted", from the Williamsport, Pennsylvania, Sunday Grit, July 20, 1986

"WACC Trip Aimed at Learning", from the Sunday Grit, (Date not shown. Author Chuck Yorks)

"College Will Reap Benefits", from the Sunday Grit "Viewpoint" column, (Date not shown. Authors Dr. Robert Breuder and Dr. William Martin)

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